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A SURVEY OF ADULT EDUCATION
IN EDMONTON, ALBERTA

BY



LEONARD JAMES DIXON GARRETT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Survey of Adult Education in Edmonton, Alberta" submitted by Leonard James Dixon Garrett in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The purpose of this survey was to determine what adult education opportunities existed in Edmonton, Alberta. By means of interviews and a questionnaire data were obtained about courses, facilities, finances, enrolment, instructors, and regulations. The survey reflected programs carried on in 1968-1969.

One hundred and two agencies were contacted. These included public agencies, trade schools, private schools, professional organizations and voluntary associations.

A wide range of programs was provided to thousands of students by the various agencies. The public agencies reported more than six hundred programs with total enrolment exceeding twenty-one thousand.

Adult classes were conducted in public schools, community halls, church halls, recreation centers, and in classrooms at NAIT and the university. The Separate School Board did not provide adult education programs but other agencies made use of facilities in some of the separate schools. School Board regulations have tended to restrict greater use of facilities for adult education.

Adult education provided by the private agencies was found to be financed mainly by the fees charged the students. The public agencies financed their programs through fees, grants from the provincial government, and revenue received from Canada Manpower for occupational training.

Instruction was provided by people with widely different

qualifications. Some were certified teachers, some were university professors, and some were instructors because of experience or special training. A few agencies provided in-service training for their instructors.

An examination of a number of statutes and regulations revealed a multiplicity of authorities who have responsibility in adult education. At the provincial level, the Department of Agriculture, Education, Health, Highways, Labour, Youth, and the Provincial Secretary have set out regulations governing various grants available to different agencies. Trade schools and driver training schools are examples of agencies specifically regulated by government statutes.

Liaison between the Public School Board, NAIT, the Parks and Recreation Department, and the Public Library was carried on informally. Two thirds of the agencies considered co-ordination of programs was desirable but there was no consensus as to what agency or authority should seek to bring it about.

Adult education in Edmonton has been developed through the efforts of many agencies. No single agency was found to dominate the field, nor was any department of government identified as providing specific leadership or control over programs. The primary objective of the various agencies was to continue to provide programs to meet the educational needs of adults.

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INTRODUCTION

THE PROBLEM AND DEFINITIONS OF TERMS USED

The education of adults occurs in many places and varies in form and content to a great extent. Government agencies, public schools, privately operated trade schools, professional organizations, community groups, service clubs, technical institutes, and the university are involved in efforts to meet the varying needs of adults. These needs include the desire of individuals to improve their academic education, or to obtain some trade training or up-grading, others seek to study hobbies in order to make more use of their leisure time; and some take courses because of a general interest in learning.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to obtain data on

- (a) courses and programs
- (b) facilities
- (c) finances
- (d) enrolment
- (e) instructors' qualifications
- (f) statutory provisions

and to make recommendations that pertain to adult education.

Importance of the study. In recent years there has been increased interest in adult education. Larger enrolments at technical institutes and universities have resulted in additions

to existing facilities and the construction of new institutions. Community colleges are being developed and more use is being made of public and separate school facilities.

In Edmonton there are many opportunities for adults to continue learning. It has been difficult for interested individuals to find out what is offered by the numerous agencies without going from one to the other. Even then, many opportunities are missed because of the lack of knowledge of the existence of some organizations that provide a single specialized type of program.

The Public School Board has extended its programs for adults to four schools during the present school year. These programs are provided during the evening hours. Some financial support has been obtained from the Provincial Government but that body has been asked to increase its share of the cost of adult education. Yet the responsibility of the Department of Education in the field of adult education has not been made clear.

Early in 1968, representatives of the Edmonton Public School Board and of the Parks and Recreation Department met to consider the possibility of co-ordination of their programs as well as to examine the availability and use of facilities. Liaison with other public and private agencies involved in adult education was also discussed. It was felt that a study was needed which would determine what was being done, and by whom, in Edmonton. Since information of this nature was not readily available, the committee's work was left incomplete.

The present survey was undertaken to determine the existing situation of adult education in Edmonton, and, on the basis of the

findings, to suggest the possible direction of future development.

II. DEFINITIONS OF TERMS

Adult. An adult, for the purposes of this study, is interpreted as a person, male or female, who is no longer required, in accordance with compulsory attendance regulations, to attend classes in the regular school system. In Edmonton, students must attend school until the age of sixteen. Thus, those who participate in adult education may be of any age from sixteen to eighty or more.

Adult Education. Adult education has been defined in different terms in almost every study of the subject. In this survey the term adult education refers to services that consist of systematic, planned, instructional programs for adults as distinguished from educational services for children and the degree, diploma, and credit programs of the University of Alberta and the Northern Alberta Institute of Technology which require full-time attendance of the student. Adult education is also called continuing education.

The scope of adult education is, then, very broad. It includes programs that are academic or vocational in design. It can provide courses of general interest, or programs designed to develop interest and skill in the fine arts. Other courses encourage interest and participation in recreational activities and thus promote improved use of leisure time. Adult education also includes programs in family life and community development. Indeed, it includes any aspect of human endeavour that may assist people to live more happily and intelligently. These parts of adult education

are further defined below.

Academic education. Academic education refers to literary, classical, or liberal education rather than technical or vocational studies, and generally involves the attainment of credit leading to a certificate, diploma, or degree. Academic courses are usually part of a systematic and cumulative program of study.

Creative or fine arts education. Creative or fine arts education refers to those courses which deal with the study of art, (including its history, painting, drawing, sculpture, and ceramics); music, (including its history, music appreciation, vocal and instrumental music, and composition); drama, (including acting, directing, stagecraft, and the study of play-writing.).

General interest education. General interest courses and programs are provided to meet the needs of those who are interested in public affairs, home and family life education, community development, and recreational activities. These courses are provided by community agencies, churches, voluntary associations, schools and universities.

Liberal education. Liberal education is defined as that education which is concerned with the humanities and the social sciences, and also includes the study of the physical sciences. Many of the courses are "credit" courses provided by the university or the schools. Others are non-credit courses, some of which are conducted as short courses that are completed after a few weeks study.

Occupational education. This includes education variously described as trade training, apprenticeship training, vocational education, and up-grading. Some programs are referred to as technical training. These programs and courses are designed to provide some theoretical background as well as practical training related to occupational areas. On completion, the student, hopefully, is employable in the industries that require workers with his kind of training. Occupational education is designed to help individuals in getting and keeping a job through which they are able to satisfy their material wants.

Course. A course is a unit of learning which may consist of lectures, seminars, workshops, laboratory experiences, as well as independent study, in a particular subject.

Program. The term, program, is used in two ways. It is used in one way to describe a series of courses that make up the curriculum in a specific subject area. For example, a fine arts program may consist of several sequential courses in drawing or painting, with the requirement that the student must succeed in the basic course before proceeding to take the next, and more advanced course.

The second way in which the term, program, is used, is to describe the activities developed by community groups, clubs, and non-educational institutions, for the participants. In this survey the term is used in both ways.

Seminar. A seminar consists of a small group of students and the instructor or group leader who meet together in a face-to-

face setting. In a seminar a small group is able to discuss and analyze a report or to study a subject in detail under the leadership of an expert.

Workshop. An educational workshop is designed to bring together those who have a common interest in studying a particular subject and through the use of consulting experts obtain assistance in acquiring new knowledge as well as in developing further plans.

Agencies. The term agencies is used as an all-inclusive term referring to the institutions, organizations, associations, and privately operated schools that are engaged in adult education.

Organizations. The organizations referred to in this survey include community type clubs and associations in which membership is voluntary, and through which educational experiences of a formal, as well as an informal nature may be part of the organizations' activities.

Public Institutions. Public institutions are those which are operated and controlled by government agencies and are financed from government revenues. The schools of the Public and Separate School Boards, the Northern Alberta Institute of Technology, and the University of Alberta are examples of public institutions.

CHAPTER II

REVIEW OF RELATED LITERATURE

There has been a great amount of writing about adult education, not only in Canada and the United States, but in countries such as the United Kingdom, France, Sweden, Russia and New Zealand as well. Coolie Verner, writing about the literature of adult education, stated that:

Like the field itself, the literature about adult education ranges widely over a vast array of topics in a highly dis-organized manner. Far more has been written about adult education than many people realize and it has been appearing for a very long time. Very little of this material can be classified as great or even highly significant to the field, but all of it has been timely.

Rather than present a broad review of the literature about adult education, the emphasis here is to point out that which is most pertinent to the survey at hand.

I. DEFINITION OF ADULT EDUCATION

The definition of adult education has varied from writer to writer. In most cases the definition has been phrased in such a way to suit the scope within which the discussion of adult education has been confined. In many cases, educators use the terms "adult education" and "continuing education" synonymously. An example in which both terms were used is the following statement of Baker's:

Continuing education is continuing study by adults, utilizing periodic learning experiences within a university environment and featuring a specially designed facility.

This, I think, would not be accepted by all educators. I like the term "adult education" or education for adults.

It includes the whole range of academic, vocational and technical education. It embraces the school and the university, and includes all educational activities in all educational institutions for adult participation.

I do not include in my definition the activities of recreational departments, or women's institutes, farmers' unions, trade unions and the like, unless the program has a definite syllabus, course of studies, or curriculum with some depth of content.²

Such a definition recognized those educational programs that are provided in formalized class situations and follow a prescribed curriculum. A similar definition was expressed at the United Nations Educational, Scientific, and Cultural Organization's conference in 1962:

If education is to be treated as a continuous life-long process, then adult education will be concerned with the educational needs of all adults after the completion of their period of formal schooling. . . . Adult education in the sense of "organized" educational programmes must take into account both the bewildering array of needs to be met and the varying levels at which assistance is sought. It will be concerned with educational activities which range from the simplest to the most advanced courses which may well involve programmes at the post-graduate level. No single institution can hope to deal adequately with all the educational requirements of the adult population within any given community.³

Many agencies are involved in adult education and not all programs are of a formal course type. Some educational growth may be incidental, obtained through daily living experiences. Everyday experiences through which learning may occur include such activities as reading, conversing with others, listening to the radio, watching television, and participation in the life of the community. Verner, in his discussion of this kind of incidental learning, wrote:

By and large, however, such activities produce learning largely by chance or by accident. While everyday activities may provide unparalleled opportunities, the learning

achieved thereby is casual and undirected as well as inefficient and uncertain. . . .

Too few adults learn enough sufficiently well in such a setting to satisfy either basic individual or societal needs for continuous learning.⁴

Having set aside incidental learning, Verner stated that:

Whatever the form, content, duration, physical setting, or sponsorship, an activity is identified as adult education when it is part of a systematic, planned instructional program for adults.⁵

The emphasis was placed on the need for planned programs, whether these were provided by educational institutions or through the programs of service clubs or community agencies.

Blakely had noted the numerous agencies, methods, and programs of adult education before he said: "Whatever interests free citizens in a free society is subject matter for adult education."⁶

In the present study the incidental learning which results from everyday experiences was excluded from consideration as part of adult education. It was felt, however, that the programs of service clubs, farmers' unions, and the like, performed an educational service and these were considered a form of adult education.

One of the reasons for the difficulty in defining adult education lies in the problem of defining an adult. In this survey an adult was considered to be a person who is sixteen years old or more and has left the regular school program. Such a definition was criticized by Verner who said:

The use of a specific age as an indication of the achievement of adult status is subject to such variation as to be ludicrous. Legally a person is considered an adult in order to marry at 14, to operate a vehicle at 16, to vote at 18, or to execute legal instruments and buy alcoholic beverages at 21 years of age. In no instance

is age the appropriate criterion for measuring a person's fitness to perform any of those adult tasks. In many areas the regulations governing eligibility for adult education programs supported by tax funds define an adult by stating a specific age or by the use of such phrases as "individuals beyond the compulsory school age." Here again age is not an adequate criterion for determining which individuals need opportunities for adult education.⁷

Verner considered that an adult had certain functional roles to carry out such as being economically self-sufficient, being a spouse, a parent, or an active citizen. He identified an adult:

. . . as a person who has come into that stage of life in which he has assumed responsibility for himself at least and usually for others; and who has₈ concomitantly accepted a functional role in his community.

The definition of adult education used by the Dominion Bureau of Statistics identifies the people for whom programs are organized as "adults and, in some cases, for adolescents not subject to compulsory school regulations, insofar as this education is not considered as an integral part of the regular school system."⁹

The debate as to who is or is not an adult for adult education is overcome to a large extent if the expression continuing education is used instead of adult education. It is noted that advertising in Edmonton has employed "continuing education" as well as, or instead of "adult education".¹⁰

II. THE GOALS OF ADULT EDUCATION

Educational programs reflect the culture of society. The cultural characteristics of today are different from those of a generation ago. Today's educators at all levels are faced with the problem of adjusting curricula and methods to meet the needs of a rapidly changing world. Adult education has the task of

helping the adult students to make adjustments to meet new requirements. Many changes are the result of the tremendous increase in knowledge and the development of new skills. Gaps occur in the knowledge that adults have, old skills become obsolete.

Other characteristics of the world about us affect the kind of education that must be provided. Hallenbeck¹¹ identifies these characteristics as: (1) the dominance of technology; (2) the intensity of specialization; (3) the complexity of human relationships; and (4) the vastness of opportunity. These have implications for adult education with respect to the functions it must perform in society. Hallenbeck outlined five fundamental functions for adult education as follows:

1. Expand communication skills. Adult education faces the task of increasing the ability of people to communicate in many forms and by many means. Communication is basic to living and operating in our kind of society. Effectiveness of communication involves many things, such as: to be able to read and follow directions; to read with comprehension . . . to listen without bias to what one hears; to write and to speak simply and clearly; to observe with accuracy; to recognize differences in meaning growing out of differences in background.

2. Develop flexibility. Making and keeping adults flexible is another task for adult education in American culture. The ability and willingness to change in a changing world is essential. To change one's job, to change one's ideas about various things, to change one's framework of values, are very difficult undertakings which few can accomplish without help.

3. Improve human relations. . . . Continuing education in human relations should be concerned with at least three areas of knowledge: (1) the function and significance of human relations, the various types and degrees of relationships, and the requirements for successful co-operation; (2) patterns of group behavior, the dynamics of groups, the processes of group accomplishment; and (3) the importance, place, and function of organization for successful co-operative action.

4. Facilitate participation. . . . Adult education can help at this point by providing the situations within which people can learn participation and by interpreting

the principles of democratic behavior.

5. Expedite personal growth. Adult education has rendered its best service to people who have well-developed interests and have sought out places where their curiosities and interests could be fulfilled.¹²

Bergevin, in his listing of the goals of adult education, stressed the development of the individual. In his view, adult education is:

- a. To help the learner achieve a degree of happiness and meaning in life;
- b. To help the learner understand himself, his talents and limitations, and his relationships with other persons;
- c. To help adults recognize and understand the need for life-long learning;
- d. To provide conditions and opportunities to help the adult advance in the maturation process spiritually, culturally, physically, politically, and vocationally;
- e. To provide, where needed, education for survival in literacy, vocational skills, and health measures.¹³

It is unlikely that any educator would dispute the functions or goals listed above. It is more likely that additional functions will be assigned to adult education. Indeed, Kidd, when writing about the "boom" in Canadian adult education, noted the following learning tasks that lie ahead:

- To develop one country in which two languages and many cultures flourish.
- To provide for the advancement of Indian people and the "great leap forward" of the Eskimo people.
- To provide opportunity for 2,500,000 adult Canadians who lack the equivalent of an elementary education.
- To eliminate poverty and cycles of deprivation.
- To promote peace.
- To build great cities that will foster living in dignity and graciousness.
- To replace loneliness and apathy with engagement and involvement.
- To restore the purity of air and water.
- To control population.
- To enlarge life opportunities for all women.
- To grow old gracefully and happily.
- To become capable in all areas of public responsibility.¹⁴

The implication of the learning tasks outlined by Kidd is

that adult educators must regard these as needs to be met through the development of programs dealing with the tasks.

The need for, and the goals of adult education have been recognized for a long time. A compilation of various statements about the purposes of adult education was made thirty years ago. Grattan reported:

We Need Adult Education--

- To Educate the Whole Man
- To Keep Our Minds Open
- To Base Our Judgments on Facts
- To Meet the Challenge of Free Choice
- To Keep Abreast of New Knowledge
- To be Wisely Destructive
- To Return to Creative Endeavor
- To Prepare for New Occupations
- To Restore Unity to Life
- To Insure Social Stability
- To Direct Social Change
- To Better Our Social Order
- To Open a New Frontier
- To Liberalize the College Curriculum
- To Improve Teachers and Teaching
- To Attain True Security
- To Enlarge Our Horizons
- To See the View.¹⁵

Many of the above reasons for adult education are reflected in the statement of purposes issued by the National Conference on Adult Education in 1946. It said:

The primary tasks of adult education, therefore, are to awaken people to the possibilities and dangers of modern life, to help them with knowledge and leadership, and to provide channels of communication between different cultural, occupational and social groups so that the solution of human problems may be sought against the broadest background and in the interests of all. In short, the task is the imaginative training for citizenship. Adult education should deal with the actual and living concerns of actual and living people. Adult education is a natural continuation and fulfillment of schooling. . . .¹⁶

It is important to review how and where the goals may be achieved.

III. THE PROCESS OF ADULT EDUCATION

In this section content, methods, and the agencies of adult education are examined from the points of view expressed by a number of authorities.

It is difficult to provide a complete picture of the content of adult education, particularly that which is included in the informal adult education programs. There are also some programs conducted by private organizations that are not well known in the community. There are programs of a specialized nature that occur at conventions and at service club meetings, the content of which varies from year to year. Consequently the literature of adult education gives more attention to that content which is readily visible and usually provided by public and private agencies.

The content of adult education can cover very broad fields. Kidd, quoting Daniel Mewhort, provided the following description of adult education:

In the opinion of the Adult Educators, the education of adults is a natural and a necessary continuation of the learning and the developing process which begins formally in the kindergarten and continues throughout life. It has for its purpose, enabling adults to function more effectively as individual citizens, as parents and as workers. It is not a programme of recreation, although it may respond to the need for organized recreation. It is not a programme of arts, crafts and busy work, although it may respond to such needs also. It is not a programme to provide a worthy use of leisure periods, although this, too, might well be an area of concern. It is not a programme designed to teach men and women ways of getting better jobs and earning a higher living, although this may, indeed, be a need to which Adult Education responds. Adult Education may be many things to many people.¹⁷

Sometimes content is indicated in the identification of programs. An academic program usually refers to courses in such

subjects as history, English literature, French, mathematics, chemistry, physics, or biology. The Toronto study¹⁸ listed several of these courses. A vocational type of program includes many courses that apply to business training, trade training, and technical education. In most cases, academic and vocational programs are conducted in schools of one kind or another. Thus Bergevin¹⁹ identified such adult education as "the school type".

Luke, when reporting the expansion of courses provided by the public schools for adults, noted the following courses which he listed in order of enrolment for the year, 1951:

1. Civic and public affairs
2. Commercial and distributive education
3. Vocational and technical education
4. General academic education
5. Homemaking education
6. Americanization and elementary education
7. Health and physical education
8. Parent and family-life education
9. Practical arts and crafts
10. Fine arts
11. Recreational skills
12. Safety and driver education
13. Agriculture
14. Personal improvement
15. Remedial education²⁰

A review of the courses offered by The Calgary School Board in 1968 revealed courses that fit Luke's categories with the exception of courses in Americanization and elementary education.²¹

The range of courses that have been provided in adult education has become so broad that it is impossible to define the limits of adult education. Any course will be provided if sufficient people are interested in it. For example, the Toronto Board of Education's policy with respect to the selection of courses was reported by Kidd as follows:

The general procedure is a meeting in June of principals of night schools. The previous year's programme is reviewed and successful courses (not necessarily those with the largest numbers but those which were thought to have met the needs most adequately) are noted, and suggestions made for new courses.

Provided that 15 or more people want a course, the school is willing to provide it. The Board has been making known to organizations that if they want a course, the school will be prepared to arrange it, and make its facilities available. There is a stipulation, however, that most of the members reside in the district.²²

Bergevin noted that programs do not always result from the expressed needs of adults. He pointed out that:

Programs of adult education are usually subject oriented and mechanistic. The programs often fit the administrator's pattern better than they do the learner's need. Too many adult education programs have been built around an administrator's knowledge of the usual school or college program. Buildings, money, and management personnel overshadow the learner, who in reality is the only purpose for the program at all. Most planning talk will center around how to get money, rooms, and teachers and what kind of subjects should be taught. One administrator said he didn't have time to study the needs of the learner or the community and the position his institution could fill in satisfying those needs. He pointed out that time was important and they had to get started right away, that studying the community and the potential learners would delay things. . . .

On the surface it seems less troublesome to place learners in subject areas that fit a traditional educational pattern than to study the adult educational problem carefully. It appears easier to fit people to subjects than to take time to discover what is needed, why it is needed, and how the learner can relate to what is needed. . . .²³

The problem of deciding what courses should be provided has received too little attention. In a white paper dealing with the education of adults in Canada, the Canadian Association for Adult Education described the situation as:

. . . a patchwork of courses, schools, programs, and systems; a confusing jumble of opportunities upon which too many adults have to stumble if they discover it at all; an opportunistic, short-term, sporadic enterprise exploited by the nation in times of crisis and left to private and desperate chance when the emergency is past.²⁴

Once the courses to be provided have been determined consideration must be given to the methods by which the instruction is to be given. Many courses are conducted by an instructor who spends much of his time in giving lecture presentations to the class. Some programs may be provided in the form of work-shops, seminars, panel discussions, projects in a laboratory setting, and through field trips.

Schmidt and Svenson noted that there has been more active examination of methods uniquely designed to facilitate adult learning since World War II. They noted that:

From these explorations have come convincing evidence that the adult learner differs from the child learner in several respects which have important implications for adult education methodology:

- The adult learner has more experience and a different quality of experience to contribute to the learning situation.
- The adult learner is ready to learn different things than the youthful learner because he faces different developmental tasks (e.g., parenthood).
- The adult learner tends to be more autonomous and, therefore, less comfortable in a dependent role.
- The adult learner is usually²⁵ interested in the immediate usefulness of new knowledge.

They went on to describe a number of methods that apply to various situations in the learning process. These included the lecture, a speech with audience participation, interview technique, the symposium, panel discussion, the case study approach, dramatic presentations, field trips, and methods involving the use of audio-video equipment.²⁶

The objectives established for any educational program must be considered when determining the method to be used in instruction. The course, objectives, and methods to be used,

form a large part of an adult education program design. Discussing program design, London said:

. . . The importance of program design is highlighted by the increasing realization that the design not only establishes a common core of expectations as to outcomes, but also contributes to establishing the "climate" for the entire experience. For example, a lecture series implies a certain method, a particularized or unique relationship between lecturer and audience, and some common expectations about how the lecturer and audience will behave. A clinic suggests a different set of methods, relationships, and behavior.

The lecture and discussion methods represent the two ends of a continuum within which all program designs are formulated. The primary aim of discussion is to promote mastery of a problem, subject matter, or area of knowledge. When the situation requires a need to provide coverage of subject matter rapidly, the lecture is the more appropriate method to utilize. The various program designs will often incorporate elements of discussion and lecture when both coverage and mastery of a subject are desired. The particular objectives of the program will determine whether one method or the other, or a combination of both, will be used.²⁷

There are many ways available to the adult educator.

But as Grattan cautioned:

. . . The variety of method which will be necessary may also easily become chaotic; and the desire to attain results may lead to mere entertainment being mistaken for education. . . . It is a reckless man who is sure that the key to the enigma of how to educate adults is now in hand; and it would be equally reckless²⁸ to assume that no good methods are today in use. . . .

Whatever methods are employed depend upon the adult educator.

In programs provided through the public schools, most of the teachers of the adult classes are also teachers in the existing elementary and secondary schools. Gerrish, writing about the adult educator, suggested that:

Some claim he should be no less than a Ph.D. in education, but there are too few of these to meet current demand.

Others say that an expertise in the theory of adult education should not be the prime requisite, that the teacher should have skills oriented to the subject he is going to teach.

Some claim that adults do not learn as children do, and therefore that the whole paedagogy should be approached from the point of view that existing elementary and secondary school teachers are not qualified to teach adults.²⁹

Those engaged in the teaching of adults do not regard this task as a career. "The adult education job," wrote Verner, "is not perceived by him or by his superiors as a specific career requiring specialized knowledge and skill and having its own line of development."³⁰

There are many volunteer workers in adult education. These people are involved in the programs of the numerous voluntary organizations. They are rarely people who have had any specialized training for adult education. Yet these "Lay leaders, properly used," according to Blakely, "are a potentially inexhaustible supply, because, as more people learn to learn, more learn how to help others learn."³¹

As programs multiply and become more complex provision must be made for the training of teachers specifically for adult education. In a Centennial Paper on continuous education, Kidd wrote:

If there is to be coherence in education, it is essential for teacher-training institutes to offer training in principles and methods of adult education and every other field of education. These are needed not only for the comparative few who are preparing for a career but others who have significant involvement; for example, teachers, librarians, and public health doctors.³²

Few adult educators are occupied full-time with adult education. Grattan maintained:

. . . The time has come when it is vital that we find out how to insure that our teachers are educated. We must beware of those educators whose sole content is method; it is extremely difficult to take seriously people who

call themselves educators but about whom it is impossible to gain the conviction that they are educated. This is not an argument for ignorance of method, but rather an argument for a proper evaluation of method. In any reasonable perspective, teachers should at least be well-instructed in the subjects they assume to teach, at most be well-educated, and in either case professionally competent (which means, privy to the best pedagogical methods).

. . . Adult education must strive constantly to enlist better teachers, more of them, more on a full-time basis, and more on a career basis.³³

LaFountaine, in a forthright statement said:

. . . the activity aimed at coping with what is called the problem of "Adult Education" is a fragmented, unco-ordinated, non-articulated, non-directional affair which reflects as many biases and prejudices as there are institutions, agencies and organizations in the field.³⁴

The institutions that have established programs in adult education and are well known in the community for their programs include the extension departments of universities, the public schools, institutes of technology, private schools which offer specific training in a narrow range of subjects, and voluntary organizations such as the Y. M. C. A. and the Y. W. C. A. In most Canadian centers the activities of the various agencies have not been co-ordinated. In the Metropolitan Toronto study, Kidd³⁵ recommended the establishment of an adult education council which would provide for the exchange of information and experiences and assist in developing policy. It would help to avoid unnecessary duplication of services.

In London, Ontario, the London Council for Adult Education was established to carry out two major functions, co-ordination and programming. Bancroft³⁶ found that the Council had not been able to determine which of the two functions it should emphasize. As a result the Council found itself less active than its founders

had intended or hoped.

Locally, a Fact Finding Committee noted that there was needless duplication of effort through two or more institutions offering almost identical services, and there appeared to be a necessity for the establishment of some competent authority to prevent such duplication.³⁷

In 1959, the Alberta Royal Commission on Education recommended that an office of Adult Education be established in the Department of Education "to coordinate government efforts and programs, to generally encourage and assist the widespread growth of adult education programs. . ."³⁸

The growth of adult education has increased the demand for facilities. In many centers such as London, Ontario,³⁹ Toronto⁴⁰, and Calgary⁴¹ the public schools are used to a considerable extent. In Edmonton the use of public schools has not been extensive with respect to the use of classrooms and laboratory facilities. Gymnasiums have been used often for recreational programs. The Royal Commission reported that school plants, community buildings, and the university facilities were not "being used to anything like capacity."⁴²

Much more use of schools should be made for adult education. As was noted by Hely⁴³ the schools represent a sizeable capital investment, are equipped with various teaching aids, are conveniently located in the community, and should be open at night as well as during the day. Yet, as Grattan⁴⁴ and Hely⁴⁵ reported, some adults do not want to take courses if they are in the regular school setting; and some do not consider the school furniture

and facilities are conducive to adult learning. This is particularly true of the elementary school facilities. Adult Education has not been recognized as an equal partner with the regular day schools, universities, and technical institutes. The setting for adult education is usually one that was designed for other activities and other groups of people.⁴⁶ It is likely that it will continue as the invader of others' domains.

There are other facilities apart from those of the readily recognized educational institutions that are used for various adult education activities. These include church halls, community halls, auditoriums, and privately owned facilities. These must not be over-looked in a review of the facilities available to adult education.⁴⁷

IV. FINANCING ADULT EDUCATION

There is, perhaps no branch of our vast educational system which should attract within its particular sphere the aid and encouragement of the State than adult education. How many there must be in Britain, after the disturbance of two destructive wars, who thirst in later life to learn about the humanities, the history of their country, the philosophers of the human race, and the arts and letters which sustain and are borne forward by the ever-conquering English language? This ranks in my opinion, far above science and technical instruction, which are well sustained and not without their rewards in our present system. The mental and moral outlook of free men studying the past with free minds in order to discern the future, demands the highest measures which our hard pressed finances can sustain.⁴⁸

Thus Kidd cited Churchill as advocating some state support for adult education in Britain.

In Canada, the state's support of adult education is not defined. Nor have the relative responsibilities of the federal

and provincial governments been made clear. There is no evidence in Canadian literature about adult education that points to any over-all co-ordination of the efforts of the different levels of government to improve the programs offered to the public. The relatively low priority of adult education in Canada may be contrasted with the attitude in Russia and in China. There, adult education is considered to be of vital importance and is a charge upon the national budgets. Ample resources are provided and the best teachers are involved in adult classes.⁴⁹

Adult educators look to the provincial governments for support. At the Second Canadian Conference on Education⁵⁰ held in 1962, recommendations were made to the effect that school boards and responsible provincial agencies should recognize the need, and allocate the necessary financial and other resources for adult education.

The Province of Quebec has established a Directorate of Continuing Education within the Department of Education. Even before this Directorate was formed the Department provided an education program for adults. It "administered the courses, hired and paid the teachers directly."⁵¹ A planning committee advises the Department concerning the necessary means for making the best use of public funds available for adult education. It also recommends the criteria for financial assistance to private agencies involved in continuing education.

The situation in Alberta is different. According to the Cameron Report⁵² most of the activities in adult education were considered to be self-supporting or nearly so, and the Commission

went on to say: " . . . This is as it should be, for practically all people participating in these courses are gainfully employed."⁵³

Alberta gives limited financial support to adult education. The fees paid by the participants provide the principal revenue through which programs are sustained. The Department of Education has set out regulations⁵⁴ which state the conditions by which grants may be provided to assist agencies in the operation of adult classes. Only school boards and junior college boards are eligible to receive the grants, and for some reason, not more than two evening sessions per week per course are recognized for grant purposes. The regulations also specify the kinds of courses which will be approved for grants. In the case of basic English, basic French, and citizenship classes for recent immigrants to Canada, the federal and provincial governments share the cost of the grants.

Extension programs provided by the University of Alberta and by the Northern Alberta Institute of Technology receive support through the total budgets of those institutions. In effect, the provincial government, through its budget of funds for the university and the institute, does support extension programs but the degree of support for these particular programs in continuing education is not specified.

There are some⁵⁵ who suggest that if public funds were used to support adult education there would be a danger of spreading resources too thinly, and this might undermine free public education for children. The point is made that adults have more ability to pay for what they get, and there is a degree of self-respect

involved in paying for what is wanted. Kidd⁵⁶ indicated that the idea the adult student can afford to pay for his education, is not necessarily reasonable, and could result in higher education becoming a preserve for the wealthy.

A 1966 Fact Finding Committee on Continuing Education suggested that one of the reasons for the comparatively small number of Albertans in continuing education, was the lack of adequate financial means for extending services.⁵⁷

A year later, a Consultation in Adult Education, held at the University of Alberta, gave consideration to the co-ordination of the following adult education activities: communication, programming and planning, research, and training. The question of finance was omitted from the agenda as it was considered to be " . . . one on which the Consultation could give no definitive conclusion."⁵⁸

The inadequacy of grants from the provincial government to school boards that offer adult education programs was the main topic discussed at a meeting held in the Department of Education in November, 1968.⁵⁹ It was agreed that school boards were well justified in offering courses in academic subjects to the Grade XII level, as well as basic literacy programs. " . . . it followed that they should be adequately financed and properly encouraged and supported by grants from the provincial government."⁶⁰

Adult education has not been acknowledged in Alberta as one of the aspects of education to be broadly supported with public funds. The Annual Report of the Department of Education for 1968 noted that:

Attempts have been made within the Department of Education and by means of conferences involving government departments and agencies to define responsibilities and explore areas of common concern and cooperative action. Among the most pressing problems has been that of establishing a rational and consistent base for public financial support. Because of this lack of a definition of adult or continuing education and because of the diversity of agencies involved it has been difficult to achieve this rationality and consistency and more generally the necessary coordination.⁶¹

V. RESPONSIBILITY FOR ADULT EDUCATION

Adult education has developed largely as the result of the willingness of some institutions and organizations to offer instruction in various courses to interested members of the community. There was no evidence found in the literature that suggested any direct responsibility for the provision of adult education was given to any particular agency. Nor was there evidence that would enable one to identify the level of government that is, or should be, responsible for assistance to, and the regulation of, adult education in Alberta.

An examination of several statutes was made. This examination found that the federal government takes an active interest in adult education, particularly in occupational training. The federal government does not operate the training schools, but, through the Adult Occupational Training Act⁶² specifies the kind of support it will provide for particular types of training, and also indicates the people who are eligible for government sponsorship. The federal government does not have responsibility in the field of education according to the Constitution. That responsibility was delegated to the provinces in Section 93 of The

British North America Act of 1867.

The Adult Occupational Training Act provides financial support and encouragement for individuals to obtain training which will enable them to obtain gainful employment. Some misconstrue this as federal interference in an area of provincial responsibility.

Several departments of the provincial government of Alberta are involved in aspects of adult education. Program development in agricultural and vocational colleges is a concern of the Department of Agriculture. The Department of Education has some responsibility for night schools operated by school boards, and is the regulatory authority for the extension programs provided by the Northern Alberta Institute of Technology. The Highways Department regulates driver training schools. Trade schools operate under the regulations of the Department of Labor. Cultural activities come under the Cultural Development branch of the Provincial Secretary's Department, whilst recreational activities are encouraged and developed through the Youth Department.

This multiplication of authority has not resulted in any clarification of the roles of the various agencies. Baker⁶³ felt that discussions should be held in Edmonton between the Public School Board, the Northern Alberta Institute of Technology, the Extension Department of the University of Alberta, and the Department of Education, for each has a particular part to take in adult education. He stressed that: "The Department of Education must accept responsibility for adult education, and business and industry must share that responsibility with the

educational authorities."⁶⁴

The question of the relationships between the public agencies is a sensitive one. Gerrish wrote:

The school board, . . . finds itself in the peculiar position of having rivals (with a perhaps more justifiable claim) for the administration of continuing education.

. . . There is a flagrant cross-poaching of teachers and administrators among universities and community colleges, and the board sometimes has to settle for what's left over.

.

In many areas of the country, if the political and financial truth were known, the school board is probably the least qualified agency for continuing education. And if so, it has no business throwing monkey-wrenches into adult education machinery with ratepayers' money to justify its existence by proving ability in an area of education obviously better taken care of by somebody else.

It is impossible to say who is best qualified agency for continuing education (If, indeed, there is only one) without a thorough sociological study of the community in question.

For the time being, however, the board can only play it by ear, and if there is a need that the board can fulfill with community support it should not let the chance go by.⁶⁵

There have been several suggestions made for some co-ordinating authority to bring order to the field of adult education. The following statement of the Canadian Association for Adult Education summarized the situation:

As a nation we have never understood or even considered the meaning and importance of adult education.

Neither have we explored the full potential of a more completely articulated system of continuing education.

Now is the time to do so. We can and we must establish a diverse and more encompassing system of continuing education.

National growth and development, the welfare and happiness of our citizens, and a truly significant place in the world, are all contingent upon the accomplishment of such a goal.⁶⁶

VI. LIMITATIONS OF PREVIOUS STUDIES

One of the most comprehensive studies of adult education in Canada was carried out in Toronto by Kidd in 1960.⁶⁷ This study provided an historical review of the development of adult education in Toronto as well as an account of the activities of the major organizations, institutions, and agencies involved in the field. Details were given showing the number of participants in night school programs. Kidd examined the educational preparation of the participants and sought to determine what influenced and motivated the students to continue their education. He also studied the program needs as expressed by the students.

Although Kidd's enquiry was limited to the Toronto area, he examined that city's needs and programs in the light of experience and practices observed in other cities of Canada and United States. An extensive project, it was sponsored and financed by the Toronto Board of Education.

Another study of adult education was undertaken in Toronto in 1967.⁶⁸ The purpose of this study was to examine the feasibility of an adult education centre that might offer programs and courses twenty-fours a day, and seven days a week throughout the year.

The study was done for the research department of the Board of Education for the City of Toronto. Limited to persons over sixteen years of age who were not in full-time attendance at school, the survey was carried out by telephone. This limited the study to persons residing in households with telephones. The ratio of women to men who completed the questionnaire was better than two to one.

The results of the survey showed that there were sufficient men and women who indicated an interest in attending a twenty-four hour a day centre to make such a centre feasible. At the same time, it was found that there existed a wide-spread ignorance of active adult education facilities. It was considered that this ignorance indicated a need for more effective advertising of adult education.

Bancroft⁶⁹ carried out a survey of the scope of adult education in London, Ontario. His study was sponsored by the London Council for Adult Education and was limited to examining the programs, facilities, and agencies that existed in London. The role of the London Council for Adult Education and the Council's relationship with other agencies involved in adult education was considered an important area of concern in the study.

Questionnaires were sent to 864 students, eighty-seven businesses and eighty-six clubs. Thirty percent of the students, thirty-one percent of the businesses, and forty-five percent of the clubs responded.

The students' responses indicated a need for a wider variety of courses with more attention to contemporary issues as well as improvement in facilities available for adult education.

Bancroft found that businesses were unfamiliar with adult education programs provided in London. They did not consider co-ordination of their specific programs was necessary.

The London survey was limited by the time, money, and personnel available to the task. Bancroft reported: ". . . to have made a proper study of needs, resources, and programs would

have entailed the collecting and analysis of massive amounts of data."⁷⁰

In Alberta, Emard⁷¹ conducted a survey of adult education in the town of Olds. His survey was limited to organizations that were active in the town except for the inclusion of the Provincial School of Agriculture which is outside the town limits. The purpose of the survey was to describe the amount and kind of adult education that was available through church groups, clubs, and community associations.

The Fact Finding Committee's study⁷² of continuing education in Alberta was limited by the time available to carry out the work. This limited the study to an examination of the junior colleges, vocational-technical institutes, agricultural and vocational colleges, university extension divisions, the Department of Education's correspondence school, licensed trade schools, and correctional institutions.

The objectives of the research were to identify the institutions providing formal educational opportunities to all youths and adults who were not in schools and universities at the time, to study the programs offered, and to discover any areas of unnecessary duplication as well as any areas of neglect. The report of the committee was presented to a three-day conference on post-secondary education in November, 1966. As a result of the study, the committee was able to suggest several areas of concern that require further research in order to bring about further improvement in the field of continuing education.

VII. SUMMARY

Adult education has greatly increased in scope and in the number of participants since World War II. In spite of many efforts to define the term, no general agreement was found. In the narrowest sense, adult education refers to formal classroom types of instruction following a prescribed curriculum and undertaken by adults. In the broadest sense, it is said to involve anything that interests people who are no longer in regular school classes and may even include the incidental learning that results from everyday experiences.

Those who have written about the goals of adult education, have emphasized the development of the individual in society. To this end, adult education has been concerned with: (1) improving communication skills; (2) providing opportunities for individuals to re-train, or to up-grade their skills so as to increase their employability; (3) developing the values of citizenship; (4) improving the understanding of one's self and his relationships with others; and (5) developing worthwhile activities to enable individuals to make constructive use of leisure time.

The content of adult education has ranged over many aspects of education. Academic, fine arts, crafts, health, vocational, recreational, remedial education, and general interest courses are provided by the various institutions in a large city. It is apparent that those responsible for developing programs will provide almost any course if fifteen or more persons express a desire to take it. Many courses have been developed by institutions without direct reference to the learners' needs. This aspect

of adult education has been a matter of some concern and has been noted in recent literature as an area for further study.

Methods of instruction in adult education have tended to follow the traditional lecture types of presentation. More recently, methodology has been changing as students are given more opportunity to participate actively in the learning situation.

The instructors of adult education classes do not usually regard the task as their career. In many cases they are volunteers, particularly those who work with clubs and community organizations. Qualified teachers who instruct evening classes are often employed in the regular day-school program and consider the latter to be their career. Few educators have had teacher-training that was designed specifically to fit them for the task of educating adults.

The institutions and organizations that are involved in providing courses and programs for adults, are both public and private agencies. Little has been done to co-ordinate their activities although some centers have organized adult education councils with the objective of providing a co-ordinating agency, and hopefully, of avoiding unnecessary duplication of services.

Financing adult education has not been a matter of immediate concern to governments. Most courses are supported by the fees paid by the participants. Some support is provided by the federal government in Canada for those who take occupational training. Provincial governments provide some support to night schools operated by school boards and junior college boards. This support is minimal when compared with the support provided for the education

of children, or for universities and technical institutes. Many would-be participants lack the money to take courses.

The responsibility for providing adult education is assumed by several government departments in Alberta. An examination of statutes, regulations, and government reports failed to reveal specific government policies for adult education. Each department has developed its own regulations and its own grants structure for various programs. It is quite possible for an agency that provides adult education programs to be responsible to two or more government departments.

A number of studies and reports on adult education were reviewed. In each case the dominant concern was that adult education should endeavour to meet the needs of the learner. The desire for the co-ordination of the efforts of the various agencies in a community was similarly expressed. The demand for more services has caused educators to study the feasibility of adult education day centers in Toronto, Calgary, and in the province of Quebec. Great strides have been taken in adult education during recent years. The thirst for education is such that much more progress is required.

FOOTNOTES TO CHAPTER II

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²⁷ Jack London, "Program Development in Adult Education," in Handbook of Adult Education in the United States, Malcolm S. Knowles, editor (Chicago: Adult Education Association of the U. S. A., 1960), pp. 69 - 70.

²⁸ Grattan, op. cit., pp. 127 - 128.

²⁹ Robin Gerrish, "Some Considerations for the Board in Adult Education, "School Administration III (December, 1966), p. 21.

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⁵³Ibid.

⁵⁴Regulations of the Department of Education Covering Eligibility for Grants to Assist in the Operation of Adult Classes and Continuing Education - 1967 (mimeographed).

⁵⁵Wilmer V. Bell, "Finance, Legislation, and Public Policy for Adult Education," in Handbook of Adult Education in the United States, Malcolm S. Knowles, editor (Chicago: Adult Education Association of the U. S. A., 1960), p. 143.

⁵⁶Kidd, 1962, op. cit., pp. 20 - 21.

⁵⁷Jonason, Smith, et al., op. cit., p. 46.

⁵⁸Report of a Consultation in Adult Education, Corbett Hall, University of Alberta (Edmonton: mimeographed, 1968).

⁶⁰Ibid.

⁶¹Department of Education, Sixty-Third Annual Report of the Department of Education of the Province of Alberta (Edmonton: Queen's Printer, 1969), p. 69.

⁶²Canadian Association for Adult Education, Continuous Learning VI (March - April, 1967), pp. 54 - 60, citing Bill C 278, an Act Respecting the Occupational Training of Adults.

⁶³Baker, op. cit., p. 45.

⁶⁴Ibid.

⁶⁵Gerrish, op. cit., p. 23.

⁶⁶Canadian Association for Adult Education, A White Paper on the Education of Adults in Canada (Toronto: CAAE, 1964), pages unnumbered.

⁶⁷Kidd, 1961, op. cit.

⁶⁸A. Cohen, J. S. Nucrcuy, C. Stuhr, and E. N., Wright, Adult Education in Metropolitan Toronto, A Situation Report (Toronto: The Board of Education for the City of Toronto, 1967), 89pp.

⁶⁹Bancroft, op. cit., 57 pp.

⁷⁰Ibid., p. 41.

⁷¹Clarence Henry Emard, "A Portrait of Adult Education in a Central Alberta Town" (unpublished Master's thesis, The University of Alberta, Edmonton, 1958), 127 pp.

⁷²Jonason, Smith, et al., op. cit., 64 pp.

CHAPTER III

SOURCES OF DATA, PROCEDURE, AND TREATMENT OF FINDINGS

I. SOURCES OF DATA

The findings in this study were based upon data obtained from the following kinds of institutions and organizations:

- (a) Public institutions, i.e. institutions responsible to some level of government and dependent on tax funds as the major source of their revenue.
- (b) Licensed Trade Schools, i.e. privately owned and operated institutions licensed by the Provincial Government in accordance with the Trade Schools Regulations Act.
- (c) Privately owned and operated agencies or companies that offer educational courses as profit-making enterprises.
- (d) Professional associations and organizations which provide educational programs of various kinds as one of their objectives.
- (e) Voluntary, community and service kinds of organizations which include educational programs among their activities.

These organizations are listed in Appendix D.

Other sources of data included the 1968 Annual Report of the Department of Education for the Province of Alberta, the Annual Report, (1968), of the Department of Extension of the University of Alberta, announcements and advertisements that appeared in issues of The Edmonton Journal between November, 1968 and April, 1969, from a report prepared by the Agricultural Economics department at the University of Alberta, and from the Directory of Community Services For Edmonton and District.

II. PROCEDURE

The identification of agencies that were engaged in some form of adult education in 1968-1969 was carried out through a review of the educational listings in the current telephone directory for the city, through discussions with officials actively engaged in adult education, through a review of the Fact Finding Committee's Report, and through mailing a questionnaire (Appendix B) to some associations which, it was assumed, included educational programs among their activities.

A preliminary questionnaire was developed and was reviewed with representatives of the Board of Post-Secondary Education, with a supervisor actively engaged in adult education, and with the Faculty Consultant. The final draft (Appendix C) incorporated changes suggested by these individuals to enable the questionnaire to be used both as an instrument for the conduct of interviews, and as one which could be mailed to agencies for their written responses.

Twenty-one interviews were conducted with representatives of public and private agencies. For a listing of those interviewed see Appendix G.

Questionnaires were mailed out to one hundred and two agencies. Of these, sixty-four either completed the questionnaire or indicated that no adult education was provided. Thus, the mailed response to questionnaires was 62.75 percent. Telephone calls were made to each of the non-respondents seeking their cooperation in returning questionnaires. Second questionnaires were sent to six who failed to send back either the first or

second questionnaire. In each of the interviews the representatives of the agencies involved expressed a great deal of interest in the survey with the result that interviews were seldom completed in less than an hour and a half.

The questionnaires and the interviews involving public and private institutes were structured to obtain information about:

1. The programs and courses offered.
2. The cost of programs to the student.
3. The financing of the programs.
4. The number and qualifications of instructors.
5. Facilities used.
6. The number of participants.
7. Relationships with other institutions.
8. Statutes and regulations that affect the institutions.

The questionnaire sent to associations of a voluntary nature, requested less information as the emphasis was placed on information describing their purposes, educational activities, and participants.

The reasons for using both the mailed questionnaire and the interview techniques were:

First, it was the intention to interview all of the major public institutions in order that the data could be treated on the same basis from one to the other. Second, since the interview was structured through the use of the questionnaire, it was possible for the interviewer to restrict discussion during each interview to the same items from institution to institution. Third, questionnaires were mailed to a large number of agencies because it was not possible to carry out such a large number of interviews due to limitations on time available.

III. TREATMENT AND ORGANIZATION OF FINDINGS

The data obtained through interviews and from the questionnaires provided an overview of adult education in Edmonton. The classification used by Kidd¹ was adapted for the purpose of identifying agencies as public or private or associations. Chapter IV to VIII have been devoted to reporting the adult education activities of the various categories of agencies. Some of the data has been presented in tables but no statistical analysis has been carried out. In Chapter IX the findings have been summarized and recommendations made.

IV. LIMITATIONS OF THE THESIS

A number of limitations must be noted in order that the study may be viewed in its proper perspective. These are:

1. A number of agencies did not respond to the questionnaire with the result that no claim is made that the survey included all educational activities for adults in Edmonton.
2. The survey was concerned with the institutions rather than the students. No interpretation can be made as to the relative merits of the various programs in meeting the needs of the students.
3. The questionnaire was limited in scope as noted in section II, above. The findings were further limited by the lack of responses to some items in a number of instances. This was particularly noticeable with respect to the information sought concerning the instructors, and about the regulatory authorities to whom agencies were responsible.
4. The items that requested consideration of the need for liaison, and for coordination, reflected responses based on the attitudes and opinions of the individuals who answered the questionnaire. In the discussion in this thesis, these responses were treated then as

statements of opinion and not necessarily statements of fact.

5. The time and thought given to the mailed questionnaire by those who filled it in may have been limited. This thesis was completed on the assumption that sufficient time and thought was given to each question to enable the respondent to provide reliable information.

SUMMARY

This chapter has set out the sources from which data were obtained. The sources included both public and private institutions.

The methods by which the survey was carried out consisted of interviews and questionnaires. A number of limitations of the survey are noted at the end of the chapter.

FOOTNOTES TO CHAPTER III

¹J. R. Kidd, 18 to 80 Continuing Education in Metropolitan Toronto (Toronto: The Board of Education for the City of Toronto, 1961), pp. 35 - 80.

CHAPTER IV

PUBLIC INSTITUTIONS IN ADULT EDUCATION

This chapter presents the data obtained from the public institutions engaged in adult education in Edmonton. The following institutions are described:

1. The Edmonton Public School Board's Extension Division
2. The Northern Alberta Institute of Technology
3. The Department of Extension - University of Alberta
4. The Correspondence School Branch, Department of Education
5. The Parks and Recreation Department of The City Of Edmonton
6. The Petroleum Industry Training Service (PITS)
7. The Edmonton Nursing Aide School
8. The Cultural Development Branch, Department of the Provincial Secretary
9. The Alberta Vocational Centre, Edmonton
10. The Department of Public Health Laboratory and X-Ray School
11. The Alberta Emergency Measures Organization
12. The Edmonton Public Library
13. The Edmonton Separate School System

I. THE EDMONTON PUBLIC SCHOOL BOARD, EXTENSION DIVISION

The Extension Division of the Edmonton Public School Board has provided many courses for adult students through its night school program. In addition, the division has been responsible for the conduct of a summer school and for tutorial classes. During 1968-69, 10,305 students were enrolled of whom 6,940 took evening classes, 2,070 took tutorials, and 1,295 registered in summer school.

Administration. In May, 1968, the position of Supervisor of Extension Services was established and office space was provided

in the central offices of the system. Previously, adult education was conducted in night school classes at Victoria Composite High School where one of the assistant principals was responsible for its organization. With the reorganization under a supervisor last year, an expansion of night classes occurred as additional evening courses were offered at two more high schools.

The supervisor was provided a part-time assistant and three clerks in the office of the Extension Division. The programs were prepared, and the accounting for the division was done in this office. At each school, a teacher from the regular day-school staff was designated as supervisor for the evening classes. In this manner continuous liaison was provided between the day-school and the night school. During registration period at the beginning of the Fall and Winter terms, a clerk was employed at each centre to assist with the registration of students and the collection of fees. Because of its larger enrolment, Victoria Composite was staffed with a full-time night school clerk with additional clerical help at registration times.

Regulation of Adult Education. The Public School Board established night classes under the provisions of Section 397 of The School Act, and relevant regulations of the Department of Education. These regulations have been included in Appendix F. The legislation and regulations permitted school boards to provide night school classes, and also set forth the conditions by which school buildings and grounds could be used outside regular school hours. The regulations specified the grants which

the provincial government paid to boards conducting night classes. No specific grants were provided by senior governments to school boards for equipment, supplies or facilities used for night classes.

Facilities. In 1968-69 there were nine large composite high schools in the System, two vocational type high schools, nineteen junior high schools, twenty-eight schools that accommodate both elementary and junior high students, and eighty-one elementary schools. Of these, the Extension Division offered evening programs in four of the high schools. Facilities available for night classes were used to a very limited extent. Less than seven thousand students were enrolled in night classes in a system which had more than seventy thousand in its day school classes.

The evening classes were conducted in the regular classrooms of the schools yet, despite the number of years that these classes have been offered, no library for adult education classes was provided.

The Joint Development Agreement between the School Boards and the City of Edmonton which became effective in January 1966 provided for the joint use of school facilities. Instructions provided the school principals by the administration of the Public School Board specifically stated that no classroom, no home economics room, no vocational shop and no industrial arts shop could be used by outside groups. In effect, this directive meant that such facilities could be used only for programs provided directly by the school system. Most of the classroom and shop facilities are used only for regular day school classes and are

idle throughout the evening hours.

Program and Registration. For the Fall program in 1968, 117 courses were offered. Some of these were cancelled because of insufficient enrolment. Fifteen or more students were generally required for a course to be taught. A distribution of the registration at the four schools in 1968-69 is shown in Table I.

The Extension division provided assistance to other organizations in developing educational programs. Courses in Defensive Driving and Hunter Training were offered in cooperation with the Alberta Safety Council and with the Alberta Department of Lands and Forests.

Under an agreement with Canada Manpower, students sponsored by that agency were offered upgrading courses in Graphic Arts.

Special sessions in typing were provided for city police.

The decision as to what courses were offered was made by the Supervisor after consultation with other administrative officers of the School Board. Public interest and demand were the primary influences that caused courses to be offered. The Division encouraged the public to inform the staff of subjects of particular interest. Courses were offered if fifteen or more adults enrolled. During 1968-69, a total of twenty new courses were introduced.

The Extension Division has assumed direction of the Public School Board's Summer School program. This program has been conducted since 1959. Its original purpose was to provide instruction in grade twelve academic subjects during a six-week period of July and August. The program has been expanded to

TABLE I^a

DISTRIBUTION OF STUDENTS, COURSES AND TEACHERS

School	Total Active Registration		No. of Courses		No. of Classes		No. of Teachers	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
H.A.C.H.S.	383	497	14	21	17	24	16	21
J.P.C.H.S.	233	275	9	15	11	17	11	17
V.C.H.S.	2612	2869	80	92	110	128	98	112
W.P.W.H.S.		71		5		5		5
Total	3228	3712	103	133	138	174	125	155

^aEdmonton Public School Board, Extension Services, 1968-1969 (Edmonton: Edmonton Public School Board, 1969), mimeographed, p. 4.

include instruction in credit courses of grades ten, eleven and twelve as well as non-credit programs in music, oral French, remedial reading, and driver training. Enrolment for the 1968 summer school was 1,295. One hundred and twenty of these students were adults.

Apart from the requests for courses made by individuals and agencies such as Manpower, programs have been provided by the Public School Board's Extension Division that relate to the regular school program, or relate to the available facilities and personnel. There has been little research of an organized nature into the educational needs of the adult community. Nor has there been any formal agreement between the School Board and other educational institutions that defined the fields of educational endeavour in which each institution would provide programs.

In the early months of 1968, an ad hoc committee representing the Public School Board and the Parks and Recreation Department met on a number of occasions to discuss educational programs and facilities. This committee presented a draft report with recommendations to senior officials of both departments. The recommendations¹ set forth proposals for joint planning, delineation of educational programs, division of responsibility for programs, pooling of resources, and broader use of school facilities.

This committee has not functioned since its report, but another informal committee, broader in scope because it represents more agencies, has met to discuss and plan for coordinated efforts in adult education.

Directions for registration and details about the courses were included in a booklet produced by the Extension Services Division. Course details set out the schools, hours of instruction, fees, number of classes in a subject, and commencement dates. Where prerequisite requirements were necessary or desirable, they were identified.

Adult students were required to write examinations in academic and business education courses. The examinations were set and marked by the instructors with the exception of final examinations in grade twelve academic subjects. The latter were provided by the provincial Department of Education.

Certificates were given to students on successful completion of their program. One type of certificate was for students who took general interest courses. It certified the number of hours of instruction taken by the student in a particular subject. Another type of certificate was awarded for attendance and achievement in academic subjects. A third certificate specified the credits obtained in business education subjects.

Financing the Program. Adult education has been expected to pay its own way. The Board has not been called upon to provide extensive financial support. In a report dated April 17, 1968 it was stated: "That tuition fees plus such grants as may be received, it is anticipated, will meet the direct instructional costs."² Table II outlines the amount of support the Board had to provide for the years 1965 to 1969.

A contradiction was found when the 1967 figure from Table II

TABLE II^b

EDMONTON PUBLIC SCHOOL BOARD
EXTENSION DIVISION PROGRAM EXPENSES

Year	Cost to the Board	Cost per Student
1965	\$ 6,547	\$ 1.24
1966	7,766	1.55
1967	11,199	2.08
1968	13,560	1.99
1969	16,000 (anticipated)	

^bEdmonton Public School Board, Current Budget for the Year 1968 (Edmonton: Edmonton Public School Board, 1969) mimeographed.

was compared with figures shown in a report of April 17, 1968.³

In that report, the operating budget for the 1966-67 school year indicated a surplus of \$17,222.00 over expenses. Amongst expenses listed were maintenance costs yet these were somewhat difficult to apportion between night and day school operations.

Revenue was received from fees paid by the students and through grants from the provincial government. The grants were based on an allowance of two dollars an hour per teacher for academic subjects and such other subjects recognized for grants by the Department of Education. Grants of two dollars and fifty cents were provided per teacher per course for new Canadians. The regulations specified that not more than two sessions per subject per week were recognized for grants.

With respect to financial assistance to students, it was reported by the supervisor that none was provided by the School Board. Some adults might have received assistance from the Welfare Department of the city to attend extension classes. In January, 1969, the Public School Board signed an agreement with the provincial government to provide academic upgrading for selected adult students who were sponsored by Canada Manpower. It was reported⁴ that this kind of program would be carried on until a community college is developed in Edmonton. During the past year, 1968-69, forty-eight adults were sponsored by Canada Manpower in regular day-school programs at the Old Strathcona Semester School.

Instruction. Instruction in most courses was provided by

teachers who possess Alberta teaching certificates. This certification was required for anyone who taught subjects that are included in the recognized curriculum for Alberta schools.

Other instructors for general interest courses were employed because of their technical competence or experience in a particular subject. During the 1968 Fall term, eighty-seven of the instructors possessed teaching certificates; thirty-one had specific experience and training in the particular subject that they taught.

The instructors were paid at the rate of ten dollars per hour and taught from two to four hours a week. They were paid only for the actual hours of instruction. No provision was made for time spent out of classes in preparation or in marking papers. The supervisor reported that it had not been difficult to obtain the necessary staff. Most of the certified teachers in the Extension program also taught in the regular day schools.

Summary of Extension Division Programs. The Extension Division was not limited by any lack of facilities. Of the ten large composite high schools, one was being used extensively for evening classes and courses have been started in three more. At least twelve thousand students could be accommodated in the composite high schools for evening classes in each term. Several thousand more students could be accommodated were facilities in junior high schools used.

Some students drop out of courses each term. The supervisor estimated that five per cent of those who register in general

interest courses drop out, and as many as twenty-five per cent drop from the academic courses.

The Public School Board has provided extension services to meet a public need. It was recognized that facilities constructed at the taxpayers' expense were available as was a pool of good instructors. The Board has tried to provide the extension programs at cost, not with the intent to make a sizeable profit. In general, a course was provided if fifteen or more students registered for it although courses have been provided to as few as ten students.

The majority of the courses provided by the Board were not duplicated by other public agencies. The supervisor of the extension division reported that where duplication of programs has occurred the other agencies were providing service to meet an evident public need. He suggested that increased liaison with the other public agencies could result in avoiding any unnecessary duplication.

II. THE NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY (NAIT)

This is a provincial institution which has attracted students not only from Edmonton, but from the province as a whole. It operates both day and evening classes. This survey was limited to a study of the programs offered by the extension division of the Institute and thus did not cover the regular day courses.

The Institute arranged programs for those wishing to continue their education by providing evening courses and short

intensive day courses for industry. The broad objectives of the Institute's Extension Division were:

1. To assist those already engaged in trade or occupation by providing them with instruction in the technical and theoretical aspects of their work; to bring such students up to date with the latest information and practices in their own particular areas.
2. To provide sufficient basic instruction to those who wish to change to a new occupation or to prepare for such a possible change.
3. To assist those who need occupational advancement.
4. To assist those who wish to acquire an avocational skill or interest.
5. To help those who seek new insights to aid in better adjustment to the rapidly changing world about them.⁵

NAIT operates under the direction of the Alberta Department of Education. Provision for this is set out in The Department of Education Act. Section 5 of this Act states:

The Department shall have the control and management of all . . . technical schools . . . ⁶

And Section 7(f) provides that the Minister (of Education) "may operate one or more technical institutes providing vocational instruction."⁷

The Government has established regulations governing the rate of pay⁸ for work associated with evening class programs offered at NAIT as well as regulations governing fees⁹ to be charged the students for courses at NAIT.

The Extension Division is placed under a director who is responsible to the principal of the Institute. He has an assistant director as well as a number of clerical assistants who assist in the organization of the programs. The Department heads of the various sections of NAIT assist in the development of programs

for the Extension Division in addition to their duties in connection with the regular day programs.

Counselling. Counselling service was provided by the Extension Division between the hours of 6:30 and 9:00 p.m. Monday to Thursday inclusive, during the period between September and April. It was made available to assist students in choosing programmes best suited to their needs and abilities.

Registration. The Extension Division's application form was brief. The student was required to state, in addition to his name and address, the name of his employer, his occupation, evening courses taken previously at the Institute, and day courses taken at the Institute. He also indicated the evening(s) preferred. On the back of the form he was asked to list any qualifications and experience which would assist the Institute in determining the student's suitability for the course that he wanted to take.

Facilities. The Northern Alberta Institute of Technology is a large institution with many different types of facilities including laboratories, workshops, regular classrooms, gymnasium and special purpose rooms. During 1967-68, 6,128 students were registered in extension courses. The facilities at NAIT are not used to capacity for evening classes although more laboratory facilities are needed to cope with the demand in some subjects.

The director of NAIT's Extension Division noted, during the interview, that facilities are important to the student. He suggested that people who were interested in taking courses

in the evening were not only selective in the courses they wanted to take, but were selective as to the institution that they desired to attend. Some people preferred the university extension courses because they were at the university. Others preferred NAIT because it was not a university, yet had an adult atmosphere that separated it from the public school atmosphere. Further study of these assumptions is needed. Grattan¹⁰ and Verner¹¹ wrote of similar student reaction to facilities used for adult education.

Selection of Courses. In the 1968-69 calendar of evening classes at NAIT, 162 courses were listed as credit courses and 150 courses as non-credit courses. The courses were prepared by the various instructional departments at NAIT. The Institute was prepared, too, to offer special courses for any industry in such areas as the Institute considered that it had the competence to provide the necessary instruction.

In addition to the regular evening class programs the Institute offered courses for students enrolled in the Association of Professional Engineers and also for those enrolled in the Alberta Society of Engineering Technologists.

Although the public convention has been that night courses were strictly hobbies most of the students involved in the extension courses took technical upgrading or vocational training. Others took courses such as art or sewing which enabled the individual to make better use of leisure time.

Pre-requisites. Students who enrolled in credit courses

leading towards a diploma required pre-requisite standing for most courses.¹² These pre-requisites are noted in Appendix E. Pre-requisites included requirements such as a High School Diploma; specified high school matriculation subjects; a preceding course in the program at NAIT; or related experience.

Many of the non-credit courses required pre-requisites similar to those required for the credit program.

Instruction. Two hundred instructors were listed in the Extension Division calendar. Those who taught regularly in the evening program also had regular day class responsibilities. In addition to these full-time instructors there were approximately fifty guest lecturers who contributed to the instructional program. Of the instructors listed in the calendar, seventy possessed one or more university degrees, the B.Sc. degree being the most prevalent. Only seven B.Ed. degrees were listed. There were forty-seven instructors who, on the basis of the listing in the calendar, did not have a university degree, nor a technical nor trade certificate. Their experience and ability in the field had been recognized. Considerable use was made of instructors who have journeyman's certification in the trades. There were forty-seven instructors with such qualification.

In the Exploration department and the Physics department all instructors had a B.Sc. degree. All instructors in the Mathematics department and in the English department had degrees.

Instructors were paid for evening classes according to a schedule set out in Alberta Regulation 17/69. For the first

year instructing in the evening program, the instructor was paid eight dollars per hour, for the second year the rate was nine dollars per hour, and ten dollars for the third year. The regulation did not set out specific rates of payment beyond that indicated for the third year. These rates were applied to work which was in addition to the normal or regular day duties of the instructors concerned.

Finance. As was the case with the extension programs of the Public School Board, the fees paid by the students were expected to meet the bulk of the costs of the Extension Division of NAIT. No data was available as to the extent to which maintenance and other overhead costs such as depreciation, replacement of equipment and repairs for the Institute might be assessed against the extension division.

An analysis of a number of the courses offered indicated that the fee structure did not cover the instructional cost of all courses. The following examples illustrate a course which was not fully covered by fees.

Engineering Economics and English Part IV
Fee \$33.00 plus \$5.00 Registration Fee
Class Capacity 15
Duration of course 90 hours

If this course was taught by an instructor teaching for the first year in the evening, and to a capacity group of students then the gross revenue would amount to $(15 \times \$38.00) = \570.00 , but the cost of the instructor would be $(90 \times \$8.00) = \720.00 , resulting in a net loss of \$150.00. If the instructor was in

his second year instructing in the evening program the cost of instruction would be \$810.00, if in the third year, the cost would be \$900.00 and the losses would be \$240.00 and \$330.00 respectively.

On the other hand there were several courses which, if all student spaces were occupied, would produce a considerable surplus. For example:

Accounting BA 120 takes 60 hours, costs \$22.00 plus \$5.00 Registration fee, and can accommodate 60 students. At capacity revenue would be \$1,620.00. Instructors cost at \$10.00 per hour would be \$600.00. Net revenue \$1,020.00.

The cost of supplies used for instruction was not identified for individual courses. Students were expected to buy their own textbooks. Any costs not covered by fees were met through the total budget provided for the Institute and this support was derived from the provincial government.

Liaison with other agencies and institutions. The Extension Division had some informal liaison with the University of Alberta's Extension department as well as with the Edmonton Public School Board and the Parks and Recreation Department. NAIT encouraged professional organizations to work with the institute to provide programs and courses. For example, courses of study were provided for the purpose of upgrading members of the Alberta Society of Engineering Technologists. Other courses were offered in co-operation with the Association of Professional Engineers of Alberta.

More formal arrangements for the various public agencies

to work together in meeting the continuing education needs of the community were recognized by the Institute's extension director as desirable but the coordination of the efforts of different agencies was not considered to be the responsibility of a government department or agent, but might be achieved best through informal meetings of the public agencies involved in providing programs.

NAIT has informed the community of its programs through advertisements placed in the local newspaper. During the latter part of August, in December and January, advertisements outlined specific courses offered and indicated how further information could be obtained with respect to registration. In addition, the annual "Open House" at the institute enabled visitors to view not only the facilities, but the course opportunities that were available at NAIT. Consideration was being given to a joint effort by NAIT, The Parks and Recreation department, and the Public School Board to advertise programs for the fall term in 1969.

III. THE DEPARTMENT OF EXTENSION - UNIVERSITY OF ALBERTA

The Department of Extension has three purposes. It serves to assist in identifying needs in continuing education of mature adults in consultation both with them and with members of University departments. It seeks to provide a vehicle, be it an evening class, lecture series, television program or independent study session. Finally, the Department seeks to provide leadership within the Province to the development and expansion of

the framework for continuing education.¹³

In accordance with Section 15(c) and 15(d) of the Universities Act¹⁴ the Board of Governors of the University, after consideration of the recommendations of the General Faculty Council, was empowered to provide for the establishment of the necessary faculties and departments, and to determine the fees necessary for instruction. Thus the Department of Extension was established as an integral and responsible department of the university.

Under the Director of Extension, the work of the Department was carried out by seven subject area divisions supported by a general office staff. The seven subject area divisions were: Liberal Studies, Business and Professional, Rural Development, Public Administration, Fine Arts, Educational Media, and the Extension Library.

Students who wanted advice with respect to the courses they desired to take obtained help from the staff members by making an appointment to discuss their problem.

Registration. Registration was done in person or by mail. The Department encouraged advance registration because of the limited number of persons who could be accepted. Although many courses were listed in the calendar of the Department which did not require educational pre-requisites, there were courses which required previous study. In each case the requirement was indicated in the calendar as well as in other brochures available from the Department.

The fees for each course had to be paid in advance and

a withholding fee of five dollars was included in the fee quoted for most courses. This withholding fee was not refundable, being retained to cover the cost of processing the registrations and withdrawals. The Department required written notice of withdrawal and stated that any refund was subject to the withholding fee plus a pro-rata charge based on the number of lectures held. Refund applications were not accepted from students who were selected to attend courses for which a maximum registration had been assigned once the course has begun.

Facilities. The Department of Extension was located in Corbett Hall on the University Campus. Many of its courses were conducted in that building but the Department also used classrooms, lecture theatres and laboratories in other buildings on the campus. The library for the Extension Department was located in the Rutherford Library Building. A reading room was available in Corbett Hall.

The Department through its audio-visual services provided a province-wide loan service in films, film strips, tapes, and recordings. Facilities were available for previewing films from the film library.

Programs and Courses. In addition to the large number of programs and courses provided in Edmonton, the Department of Extension conducted courses at several centres outside the city. This survey considered only those conducted in Edmonton. The variety of programs, the number of courses offered and the attendance during the 1967-68 school year is shown in Table III.

TABLE III

THE UNIVERSITY OF ALBERTA
DEPARTMENT OF EXTENSION
COURSES AND PROGRAMS

Program	No. of Classes	No. of Courses	Attendance
Modern Languages and Literature	17	16	354
Philosophy and Religion	5	4	72
Law	2	2	54
Science	5	5	113
Social Sciences	8	7	287
Household Economics	4	4	158
History and Public Affairs	9	9	354
Total Attendance			1392
Fine Arts-Music	3	3	109
Fine Arts-Drama	1	1	33
Fine Arts-Drawing & Painting	41	26	658
Total Attendance			800
Ceramics & Sculpture	10	7	196
Management Development	16	9	582
Banker & Society	1	1	42
Personnel Administration	6	6	204
Local Government Studies	3	3	64
General Government Studies	3	3	124
Real Estate	3	3	79
Registered Industrial Accountants	25	9	805
Total Attendance			2096
Other Business or Technical Education	20	19	719
Professional Education	4	4	142
Pharmacy	1	1	44
Law	3	3	81
Engineering	20	17	499
Geology	5	5	129
Dietetics	1	1	42
Agriculture	3	3	90
Human Relations	14	17	646
Total Attendance			2392

Not all of the courses shown in Table III were of long duration. The number of hours for an individual course ranged from a workshop of ten hours to twenty-five weekly sessions of two hours each.

A number of programs led to certificates. The certificate program in Local Government required the completion of four courses, one course per year. The certificate pattern in Municipal Assessment required a four year program for certification. For the certificate program in public administration the student was not permitted to enrol in more than two subjects in the same session. In cooperation with the Alberta Real Estate Association, the Department of Extension offered a three year certificate program in real estate studies. Students applying for the real estate program were expected to possess a Senior High School diploma and be over twenty-five years of age.

The management development certificate program can be completed in three years taking two courses per session. Applicants in this program were expected to have a senior high school diploma and be over twenty-five years of age. Similarly a certificate program was offered in personnel administration. The Institute of Canadian Bankers Certificate program conducted through the Department of Extension enabled the student to achieve a Fellow's Diploma in five years.

The calendar of the Extension Department listed only part of the activities of the department. Short courses, seminars, and workshops were conducted at the request of and in cooperation

with many non-university organizations. In October, 1968 a short five-day course on the Elements of Geodesy was arranged for the Alberta Land Surveyors' Association. A seminar on Labour Relations for engineers was conducted during two days in November. In January, 1969 a one-day workshop dealt with Statistics for Manufacturers and was arranged by the Department of Extension in association with the Canadian Manufacturers' Association and the Dominion Bureau of Statistics. During the early part of February, 1969 a two-day seminar on Management and Motivation was directed by the Department in Corbett Hall.

A series of industrial relations lectures was held in March, 1969. The lecturer for the series was a steel company's industrial relations superintendent.

During the past year provisions were made for additional offerings such as:

- A one-session program on sensitivity training in January.
- A one-day seminar on The Computer as an Architects' Assistant.
- A program for women returning to the labor force called
A Second Look.

Instructional Staff. The Department of Extension made use of the instructional resources of the University. Its instructors were professors, assistant professors, and associate professors from many different departments. They instructed in the Extension Department in addition to duties in their own departments. Many special visiting instructors provided instructional assistance. Included among this group were business specialists, bankers, accountants, lawyers, teachers,

engineers, human relationships consultants, artists and others from the local business community. Some specialists came from other cities, even other countries. One hundred and eighty-six individuals were listed on the instructional staff of the Department, another two hundred and seventy-nine were listed as special visiting staff, and twenty-three were shown as members of the academic staff of the Department, a grand total of four hundred and eighty-eight resource people.

Financing the programs of the Extension Department. Fees paid by the students were the most important source of funds to finance the Extension Department. There was considerable variation in the fees. The fees for some courses were as low as fifteen dollars, a few courses cost as much as one hundred and fifty dollars, but the majority of courses cost from forty to sixty dollars. In many cases the cost of the text was included in the fee.

During 1968-69 it was stated that the Extension Department expected to recover approximately 69% of its costs through fees. Revenue for the remaining costs was obtained from the University.

IV. THE CORRESPONDENCE SCHOOL BRANCH, DEPARTMENT OF EDUCATION

The Correspondence School Branch has provided educational services to students at all grade levels from grade one to grade twelve. The offices of the Branch are located in Edmonton but its students live all over Alberta, some live in the North West Territories, and others live in provinces other than Alberta,

and a few live outside Canada.

The Annual Report of the Department of Education for 1968 noted that eighty-two adults, 16 years of age or older, were enrolled in grades one to six; eight hundred and fourteen adults 18 years of age or older were enrolled in grades seven to nine; 5,145 took courses in grades ten to twelve. A diploma was awarded to those who successfully completed grade nine. Similarly, a diploma was awarded to those who completed the Departments' requirement for a High School Diploma.

The Correspondence School Branch was managed as a part of the Department of Education. Its operation was regulated by the Department's Program of Studies and Curriculum Guides.

Courses Offered. The Correspondence School Branch provided the opportunity for students to study academic subjects, business education subjects, fine arts electives such as music and art, and some general electives at the grade 10, 11, and 12 levels. The fees for Alberta residents ranged from nine dollars for three-credit courses at the grade 10 and 11 levels to as much as eighteen dollars for the special adult courses in academic subjects at the equivalent level of the regular grade twelve courses. Fees for non-residents are three dollars greater than the fees charged Alberta residents.

The courses available by correspondence were decided upon by the director of the Branch after consultation and consideration of the need for various courses.

The progress of students was determined on the basis of

the completed lessons which they sent in for correction as well as on written examinations. The examinations in most courses were set by the Correspondence Branch teachers. Grade twelve students taking academic courses at that level were permitted to write the regular Departmental Examinations.

In the case of courses such as biology, chemistry and physics, students were encouraged to make arrangements through high schools in their district to carry out laboratory exercises.

Financing the Correspondence Branch operations. Since the Correspondence Branch is a division of the Department of Education, any cost that is not covered by the revenue received from fees is met through the annual appropriations of the Department.

The instructional staff consists of 106 full-time and 22 part-time teachers, all of whom had teaching certificates. These teachers were paid according to their years of training and teaching experience. During 1968-69 their salaries ranged from \$360.00 to \$905.00 per month. Information as to what extent the fees revenue met the costs of operation was not obtained. The Branch reported an enrolment of 19,315 for 1967-68. Some students took only one course; others took several courses but specific statistics were not obtained concerning the enrolment by subject.

Enrolments have shown a steady increase from year to year. Table IV figures include all students, whether elementary, junior high or senior high, juvenile or adult.

The Correspondence School consulted with the principals

TABLE IV

ENROLMENTS IN THE DEPARTMENT
OF EDUCATION CORRESPONDENCE BRANCH

Year	Number of Students
1964-65	15,447
1965-66	17,054
1966-67	17,909
1967-68	19,315

of schools concerning students from those schools who requested correspondence courses. The respondent to the questionnaire considered liaison with other educational institutions was useful as it was felt that the sharing of ideas leads to improvement of courses. It was also indicated that coordination of the efforts of the different agencies which provide programs for adults was needed as it would prevent duplication and result in more suitable programs for the students.

V. THE PARKS AND RECREATION DEPARTMENT OF THE CITY OF EDMONTON

The Parks and Recreation Department is responsible to the City Council. Its staff is composed of civic employees, many of whom work part-time for the department as instructors or supervisors of its programs.

Many programs were provided for pre-school and school-age children and these were not considered in this survey. There were, however, a large number of programs developed for adults which were educational and recreational in nature.

Administration. Under the Superintendent of the Department the Director of Program Resources was directly involved with the educational programs. In addition there were District Recreation Supervisors working in the department whilst in the field there were area recreation directors. Program and Recreation directors, and supervisors in conjunction with the area directors, determined the courses and programs provided.

Counselling. No formal counselling was provided by the Department for the participants in its programs.

Registration. Registration in most programs was carried out at the center where the programs were conducted. If a minimum number of registrations was not achieved, usually fifteen, the course was likely to be cancelled.

Interested individuals were advised to attend the center of their choice the first night the course was held. Registration was completed during the first part of the evening and frequently, the first lesson was presented that evening. Fees were collected at the time of registration.

Facilities. The courses and programs provided by the Parks and Recreation Department were conducted in a variety of facilities throughout the city. Community halls, school facilities, (mainly gymnasiums), church halls, and recreation centers were used so that programs were taken right into the communities that make up the city of Edmonton. Playgrounds associated with parks and schools were used for many recreational programs, as were indoor and open-air rinks in the winter. The Recreation Department might rent some of the city-owned facilities to other groups but did not rent facilities for its programs from other organizations. It might also assist other groups financially to help them meet rental costs.

Although considerable use was made of schools for their programs the Parks and Recreation Department would like to use

more of the facilities in the schools. In particular, access to classrooms, cafeterias, music rooms and libraries was mentioned as desirable in the light of the need for more facilities.

A Joint Development Agreement between the City of Edmonton and the two school boards provided for free use of schools to all organized bodies and groups sponsored by the Parks and Recreation Department. In a notice to principals of public schools from the Associate Superintendent dated December 29, 1965 the following instruction was given respecting the use of the schools by outside groups:

No classroom, no home economics room, no vocational shop and no industrial arts shop will be used by outside groups. Music rooms also will not be used unless music instruments can be stored adequately and secured against unauthorized use. No music instrument in schools will be available to any outside group for their use.

Generally speaking, gymnasiums, auditoriums and spaces which may be utilized without opening the entire school building will be available to the Parks and Recreation Department. Spaces which contain personal property of teachers and students or expensive equipment such as musical instruments, science laboratory equipment, home economics and shop equipment will not be available to outside groups.¹⁵

In effect, the schools, with the exception of the gymnasium areas, were closed to outside groups. Since the extension division of the Public School Board was using only some of the facilities at six schools, it was evident that facilities in one hundred and forty schools were idle from six p.m. to eight a.m. the next day, during week-days and all day Saturday and Sunday.

The Joint Development Agreement¹⁶ went into effect January first, 1966 for a period of three years. During that time the agreement was to be evaluated and could then be renewed in the

present form or in a revised form for a further three year period.

No other agency included in this survey indicated as great a need for more facilities for its programs.

Programs. The Parks and Recreation Department's programs were described in its brochure in three major categories: cultural activities, special activities, and athletics and fitness. Several of the programs were for children and young people in their early teens, but a number of courses were provided for adults in particular. These included: dressmaking, millinery, upholstery, home accessories, ladies' keep fit classes, poise plus class, Christmas decorations, badminton, hunter training clinic, coaches and referees clinics, men's conditioning, ladies' accessories, band music, elementary photography, drawing and painting, batik, ceramics, jewellery, copper enamelling, design and composition, square dancing, rifle shooting, continental handball, tennis, skiing, and golfing.

The fee charged the participant in these courses and programs was small, in most cases being only two dollars and fifty cents. A few were more expensive with a fee of five dollars or ten dollars. Where textbooks were used, the cost was included in the fee charged the student.

It was difficult to determine the number of adults involved in the different programs since young adults, many of whom attended regular school programs, participated. In 1966, the Parks and Recreation Department reported the Department Programs Attendance as 185,437.¹⁷

A diploma was awarded on completion of the tennis clinic and a certificate was presented on successful completion of the examination in hunter training.

Instruction. Approximately one hundred instructors were employed on a part-time basis. Almost one in five of these instructors had professional teaching certificates. About ten percent possessed trade certification but the majority were employed because of their knowledge and experience in the area in which they instructed. Supervisors were employed to organize and supervise programs in the areas of the city.

The instructors conducted courses from two to four hours a day, and from four to six hours a week at a rate of pay which ranged from a dollar and a half to three dollars and fifty cents an hour.

Financing the Parks and Recreation courses and programs. The adult programs of the Parks and Recreation Department were financed through the fees paid by the participants, through recreational grants from the Provincial Government and through the Departments' budget as approved by the City Council. The programs were subsidized to a much greater degree than were those of the other public educational agencies. The programs of the Parks and Recreation Department were more recreational in design than were the majority of the programs of the other agencies.

Liaison with other agencies. The Parks and Recreation Department considered liaison with other agencies to be desirable.

It has worked with the University of Alberta, with Community leagues, and other agencies in developing its programs. Liaison, it was stated, would aid in eliminating duplication and could lead to the provision of better services. In the view of the Parks and Recreation Department co-ordination of the efforts of the various agencies involved in adult education was needed. One of the respondents for the Department suggested that the task of co-ordination be undertaken by the Parks and Recreation Department, another suggested a committee composed of representatives of the different agencies involved in Adult Education.

The Parks and Recreation Department was providing a considerable service to the community. It was not anxious to drop its courses, for as one representative indicated, other courses were not meeting the needs of the community. Yet, if other agencies offered the same courses in the same areas of the city as the Department, then the Department would likely not offer the courses.

VI. THE PETROLEUM INDUSTRY TRAINING SERVICE (PITS)

The Petroleum Industry Training Service was established in 1953 as a result of the efforts of the Provincial Department of Mines and Minerals, the Department of Extension of the University of Alberta, the Western Canada Petroleum Association and the Canadian Association of Oilwell Drilling Contractors. These sponsors made finances available to begin and maintain the service. In 1961 P.I.T.S. became an autonomous body incorporated under the Societies Act.

Organization and Administration. P.I.T.S. was controlled by a Board of Directors which was responsible for the administration of the organization. Each director was in term, responsible to his respective sponsoring group.

Training programs were directed by a number of training committees, each of which developed programs in a particular phase of the petroleum industry. The production training committee was made up of executive personnel from different oil companies. This committee was responsible for the development of courses offered to the oil production industry. It considered suggestions and requests from societies, associations and individuals from within the industry for various courses.

The drilling training committee was set up by the Canadian Association of Oilwell Drilling Contractors and was responsible for courses for the drilling industry. This committee recently established the Oilwell Drilling School in Edmonton. The gas training committee was responsible for the gas courses required by the industry.

The most recent committee established, the pipelines training committee was working to develop courses for those engaged in pipeline work within the petroleum industry.

P.I.T.S. emphatically stated that it was not a trade school. Its object has always been to teach skills and techniques but no course was given with the intent of teaching a trade, nor did the Service attempt to qualify any student or employee as a tradesmen. No course was given unless it had been requested

by members of the industry and the need for it had been shown. All courses offered by P.I.T.S. were suggested and approved by the training committees. Some courses were brought in from the United States, others were obtained from local consulting firms.

Although its offices were located in the Tower Building at the Northern Alberta Institute of Technology, P.I.T.S. was not part of that institution.

Registration. For the 1967-68 training year, the last year for which complete data were available, 1188 registrations were received. All of the registrants were actively engaged in the petroleum industry. The students were registered from all across Canada, from the U.S.A., Pakistan, Australia, Turkey, Iran, England, Norway, Trinidad and Borneo.

When applying for a course, students had to fill out a registration form which required data concerning age, present position, highest grade completed in school, years of experience in the petroleum industry, special courses taken, certificates held, and the name of the student's employer.

The fees for the course might be paid by the individual, but in many cases were paid by the employer.

Facilities. The P.I.T.S. did not have its own facilities. Its courses were conducted in facilities at NAIT, SAIT, U of A, the Banff School of Fine Arts and in hotels. These facilities were rented.

Instructors. The instructors for the courses provided by

P.I.T.S. in many instances came from within the petroleum industry. Others were drawn from universities. In 1969, for example, two lecturers were brought from the University of Oklahoma to conduct a series of short courses. The cost of the instructors was not determined but it was assumed that an honorarium was paid for these services.

Finance. The costs of operating the programs provided through P.I.T.S. were met chiefly by the fees charged the students although the supervisor indicated that some grants were received from the provincial government. The Service received grants from the petroleum industry as well, to maintain its program.

The student fees varied from course to course. The minimum reported was \$25.00. A one week long course at Banff required a fee of \$260.00, but this included texts and other course materials, accommodation, and meals. Correspondence courses were provided at a fee of \$40.00. This included textbooks, notebooks, lesson marking and a \$10.00 registration fee.

Courses. For the period from June 1, 1968 to May 31, 1969 nineteen courses were offered which varied in length from three days to three weeks. In addition, correspondence courses were available for those in the oilwell drilling industry and for gas plant personnel.

The P.I.T.S. provided a specialized form of education for people employed within a specific industry. It was providing a service that was not provided by others in the community and

has done so at the request of the industry. It was indicated that the organization would possibly drop its courses if equivalent or better programs were provided by public educational institutions. Particularly noted was the need for an adult education center in which such courses could be provided.

P.I.T.S. has worked with the Northern and Southern Alberta Institutes of Technology and with the Universities of Alberta and Calgary in developing its programs. Liaison with such institutions was regarded as desirable. Coordination of the efforts of the different agencies providing adult education programs was considered to be needed and the Department of Education was indicated as the body which should undertake such coordination.

VII. THE EDMONTON NURSING AIDE SCHOOL

The Edmonton Nursing Aide School was located in the old Garneau school in South Edmonton and was operated under the Department of Health in accordance with the Nursing Aide Act. Prior to April, 1968 financial support was accorded the Nursing Aides training program by the Department of Education, but this responsibility now rests solely with the Department of Health.

The refresher workshop which was under the auspices of the Medical Services Division of the Department of Health was discontinued in 1968.

The Edmonton school has had four classes of approximately fifty students per class each year. There were no fees for the

course other than charges for necessary textbooks and supplies. The course was open to women from seventeen and a half years of age to fifty-five years of age, who have completed grade ten.

VIII. THE CULTURAL DEVELOPMENT BRANCH, DEPARTMENT OF THE PROVINCIAL SECRETARY

The Cultural Development Branch has developed divisions which provide direction and assistance in the development of art, dance, drama, library, and music programs. The Branch being a provincial body has been concerned with programs throughout the province rather than in any specific center. Its importance in this survey lies in the services provided to interested groups and individuals in Edmonton.

Administration and Staff. The Cultural Development Branch was headed by a director who had over-all responsibility for all divisions in the Branch. Each of the divisions had a supervisor in charge of it, and, in three of them, there were assistant supervisors.

In addition to full time personnel in each division who provide instructional and clerical services, there were many part-time staff who assisted the Branch by serving as instructors, adjudicators, writers, musicians, or directors, in the various programs. The 1968 report of the Branch¹⁸ listed 25 full-time staff and 199 part-time staff.

Activities of the Branch. The Arts and Crafts Division provided three important kinds of service. In 1967-68 a total

of 29 exhibitions made up of 729 works of art were made available to 127 different communities or organizations. Over 58,000 people attended these exhibitions.¹⁹ The Division made available over one hundred slide collections to individuals, groups, and organizations. Fifteen basic and advanced courses in arts and crafts were conducted during 1967-68.

Basic courses were conducted in:

Basketry 1	Leather 1
Enamelling 1	Ceramics 1
Millinery 1	Weaving 1
Batik 1	Metalsmithing 1
Photography 1	

Advanced courses included:

Basketry 11
Ceramics 11
Ceramics 111

Experimental courses in silk screening and block printing of fabrics were carried out in Edmonton.

The staff of the Division assisted in workshops in several centers where assistance was provided to clear up problems that occurred after basic training. Many communities were assisted by the Division through its policy of supplying communities with permanent equipment on a contract basis. Interest in ceramics was evident as thirteen of fifteen equipment contracts listed in the Branch's report were for ceramics equipment.

Financial assistance was provided by the Division to assist organizations with major projects in arts and crafts.

The Drama Division provided workshops in creative drama, acting, speech, production, make-up, musical theatre, and directing

in several centers throughout Alberta during 1968. These were in addition to the annual provincial drama seminar held in Drumheller.

The Libraries Division provided assistance to public libraries throughout Alberta. Direct financial assistance to public libraries exceeded \$250.00. Grants were made to the Alberta and Canadian Library Associations to assist their research and activities in library promotion.

The Library Division provided training programs for library custodians through a workshop and through correspondence courses.

The Music Division provided educational programs, concerts, correspondence courses, music libraries and music scholarships in its efforts to encourage the development of music in Alberta. Its activities covered vocal and choral performers in churches, communities and schools.

The Music Division was involved in the organization of and provision of assistance to educational concerts given by Edmonton and Calgary Orchestras. Workshops were held to assist piano teachers and their students, and also to provide help to elementary school music teachers. Other workshops were held for instrumental musicians. Grants were provided to enable the Calgary and Edmonton symphony orchestras to give concerts, particularly for students.

The Cultural Development Branch has provided programs throughout Alberta. It cannot be overlooked in this survey because many of its activities took place in Edmonton. At the same time, not all of its activities were directed towards adults. Indeed many of the participants were school children.

IX. THE ALBERTA VOCATIONAL CENTRE, EDMONTON

This centre provided programs in three different buildings in Edmonton. Some classes were held in classrooms at the Northern Alberta Institute of Technology. Business education classes were offered in facilities formerly occupied by a commercial school in downtown Edmonton. A program for nursing orderlies was provided in a building at 10006 - 107 Street. It is intended that all programs will be offered in a new centre under construction at the present time.

The Alberta Vocational Centre offered academic training to adults who had left formal schooling without having achieved matriculation, but who now wanted matriculation either to go on to University, or into technical programs at N.A.I.T.. These individuals were allowed to study Grade XII subjects without the normal pre-requisite standing. In effect, the Centre provided academic up-grading opportunities to students.

Under the terms of the Occupational Training of Adults Agreement, the Department of Manpower and Immigration arranged to purchase training spaces available in various institutions. In addition to paying the Provincial Government for the costs of training, the Federal Government provided training allowances to adult students who qualified under the legislation.²⁰ Many students attended the Alberta Vocational Centre under the sponsorship of Canada Manpower. During 1968, a total of 1,023 students attended the centre.

The business education division provided courses in

secretarial training and clerical training. The majority of the students in the school at the time of the survey were girls who were seeking training that would equip them to obtain employment.

The Nursing Orderlies program was a thirty-week course in which eight Edmonton hospitals participated by providing practical training for the students. Canada Manpower has sponsored some students in this program.

The Alberta Vocational Centre's programs differed from those provided in other institutions mainly because there was less concern with pre-requisite standing. The nursing orderlies course was not duplicated by other agencies. Business education programs can be obtained in many institutions, both public and private, as can academic courses. The arrangement with Manpower for supporting students while under training has served to encourage students to attend the centre.

X. THE DEPARTMENT OF PUBLIC HEALTH LABORATORY AND X-RAY SCHOOL

The Laboratory and X-Ray School provided for the training of Laboratory and X-Ray technicians. The program was under the direction of the Department of Public Health. Students were provided free tuition plus \$90.00 per month subsistence allowance plus a \$25.00 book allowance. The school was dependent on funds from the provincial government and health grants from the federal government.

Four instructors qualified in the field were employed full time in the school. Sixteen to eighteen students formed

a class and since the facilities of the school were limited, only sixteen students had been enrolled during each of the past five years. The supervisor noted that larger and improved facilities were needed.

In response to the question, "If public institutions offered the same courses, would you want to drop your program?" the supervisor stated that the Laboratory and X-Ray school had been giving the program for fifteen years and was able to do it better than anyone. Nor was liaison with other institutions that provide similar programs considered necessary because the educational approach was different.

The Laboratory and X-Ray school was a small school providing a specialized type of training to a small class each year. Its graduates usually go to work in hospitals in rural areas.

XI. THE ALBERTA EMERGENCY MEASURES ORGANIZATION

The Alberta Emergency Measures Organization provides a particular kind of training designed to meet emergency situations. Inclusion of the organization in this survey is warranted because the courses the organization provides are life-giving and life-protecting.

The Organization has courses to train radiological defence officers, and municipal co-ordinators. Advanced rescue methods are taught. Nurses and nursing aides orientation programs help to train people to meet emergency situations. Training is provided in logistics to meet emergency situations. Extension courses

are conducted in radiation monitoring, basic rescue techniques, and welfare operations.

The Alberta Emergency Measures Organization is operated by the provincial government. It is the only organization that provides the courses outlined above. Those who take the courses do not pay fees, nor do they receive any remuneration. Students undertake the courses voluntarily.

The cost of operating the program is shared between the federal and provincial governments. In Edmonton five full-time instructors are employed. They are people who have knowledge and experience in the subjects taught. Programs are usually conducted in facilities owned by the organization. In some cases church halls and school facilities may be used for individual programs put on in a particular area of the city. The average class numbers twenty students.

The program of the organization is regulated by the terms of the Alberta Civil Defence and Disaster Act.

XII. THE EDMONTON PUBLIC LIBRARY

The role of the Edmonton Public Library in adult education is very different from that of other agencies reported in this survey. Formal programs, designed to provide a specific kind of training under the direction of instructors, are not part of the Library's function.

The Edmonton Public Library served as an information centre. Its resources included thousands of books, magazines, and periodicals.

A film library has been developed and regular film programs were presented in the library theatre of the Centennial Library.

During 1968-69 a series of French language films were shown in co-operation with the National Film Board. A second series was shown in co-operation with the Department of Extension of the University of Alberta. Provision was made by the library for recordings to be borrowed for home use in the same way that books are loaned.

Extensive information services were provided at the Centennial Library. The staff of trained librarians and assistants provided help to anyone seeking specific information. An audio-visual section made facilities available for listening to tape recordings as well as the usual records.

There were quiet areas in which individuals could read or study and these areas were used extensively by students from the university and from high schools, particularly during examination periods.

Musical recitals were presented weekly, in the library theatre during the first months of 1969.

The Public Library provided services to people of all ages but its importance as a resource and information centre for all who are interested in adult education can not be overlooked in a survey such as the present one.

XIII. THE EDMONTON SEPARATE SCHOOL BOARD

The Edmonton Separate School Board was not directly involved in adult education. Facilities in the Board's schools

were used by other organizations such as the Parks and Recreation Department of the City for various programs in the evening. An administrator in the Separate School system stated that there was little reason for the Separate Board to provide programs for adults so long as their needs were being met by other agencies such as N.A.I.T. and the Public School's Extension Division.

SUMMARY

Public institutions provided a wide range of courses in adult education. The courses were designed to meet the needs of students who wanted to complete matriculation, to up-grade their training for particular vocations, or to undertake general interest programs.

Public institutions used many different kinds of facilities. Opportunities to expand adult education exist because of facilities either not used for adult programs, or used only part of the time.

Thousands of adults were found to be registered in the programs of the public institutions. Some of these obtained financial support through Canada Manpower for courses that provided vocational upgrading. The majority of students paid fees which provided the institutions with the revenue to maintain the programs.

Instruction was provided by teachers with widely differing qualifications. Some had professional teaching certificates, some were university professors, some were tradesmen, and others were instructing because of their special knowledge or training in a particular subject.

Adult education provided by public institutions has not

been confined to evening programs. Opportunities have been provided through public agencies to meet whatever needs are identified by those responsible.

FOOTNOTES TO CHAPTER IV

¹M. Dale Phillips and L. J. D. Garrett, A Draft Copy of Ideas and Recommendations for the Joint Planning and Use of Public Recreational and Educational Facilities (Edmonton: mimeographed, 1968) 14 pp.

²Edmonton Public School Board, Memorandum: Extension Program dated April 17, 1968 (Edmonton: Edmonton Public School Board, 1968) mimeographed, p. 3.

³Memorandum of April 17, 1968, op. cit., p. 5.

⁴Revised Adult Education Program Reflects Need for Community College", Edmonton Journal of January 15, 1969, p. 47.

⁵Northern Alberta Institute of Technology, Evening Classes 1968-69 (Edmonton: The Queen's Printer for Alberta, 1968), p. 16.

⁶Government of the Province of Alberta, The Department of Education Act (Edmonton: The Queen's Printer, 1968), p. 1.

⁷Ibid., p. 2.

⁸Province of Alberta, Alberta Regulation 17/69, Regulations Governing Rates of Pay for work associated with Evening Class Programs Offered by the Technical Institutes (Edmonton: The Queen's Printer, 1969), p.

⁹Province of Alberta, Alberta Regulation 37/69, Regulations Governing Fees to be charged by The Northern and Southern Institutes of Technology (Edmonton: The Queen's Printer, 1969), p. 88.

¹⁰C. Hartley Grattan, In Quest of Knowledge (New York: Association Press, 1955), p. 14.

¹¹Coolie Verner and Alan Booth, Adult Education (Washington, D. C.: The Center for Applied Research in Education Inc., 1964) p. 31 and p. 59.

¹²Northern Alberta Institute of Technology, Evening Classes 69-70 (Edmonton: Queen's Printer, 1969), p. 18.

¹³Duncan Campbell, "Extension Activities of the University of Alberta for the Year Ending March 31st, 1968", The Department of Extension of The University of Alberta Calendar 1968-1969 (Edmonton: The University of Alberta Printing Department, 1968) p. 103.

¹⁴Government of the Province of Alberta, The Universities Act (Edmonton: The Queen's Printer, 1968), p. 7.

¹⁵Edmonton Public School Board, Notice to School Principals Re: New Joint Development Agreement dated December 29, 1965 (mimeographed, 1965).

¹⁶The City of Edmonton and The Edmonton School District No. 7, and The Edmonton (R.C.) Separate School District No. 7, Joint Use of Schools Agreement (Edmonton: mimeographed, 1966), 5 pp.

¹⁷The City of Edmonton Parks and Recreation Department, Report on Use of Schools (Edmonton: Parks and Recreation Department, 1968), p. 2.

¹⁸Province of Alberta, Cultural Development Branch, Annual Report 1968 (Edmonton: Cultural Development Branch, 1969) pp. 1 - 6.

¹⁹Ibid., p. 10.

²⁰The Government of Canada, The Adult Occupational Training Act (Ottawa: The Queen's Printer, 1967) Section 7, 8, and 9.

CHAPTER V

PRIVATE TRADE SCHOOLS

A trade school is any school or place wherein a trade, occupation, or vocation is taught, or where provisions for correspondence courses in the trades or vocation is made. The term 'trade school' does not apply to the university, to N.A.I.T., nor to any school teaching public or high school courses approved by the Department of Education.

In Edmonton, there were eighteen trade schools listed by the Provincial Government as duly registered with the Department of Labour in accordance with the provisions of the Trade Schools Regulation Act. Six of these were beauty schools instructing in hair design, makeup, and hair styling. Four were training schools for barbers. Four more provided business training for secretaries, business machine operators, and clerks. Two offered trade training in areas such as welding, sheet metal work, and mechanical trades.

The trade schools were operated as private businesses. As such, they were expected to show a profit to their owners. At the same time, the trade schools, in order to be properly registered, had to provide competent instructors and have sufficient equipment to teach the trade. The government expected the instruction to be provided at reasonable rates.

Owners directly administered some of the schools, but others were supervised by a manager since a few of the schools were parts of a larger company which operated institutions in other centers

as well as Edmonton. Management was directly involved in the instructional program in most schools.

Counselling of students was restricted to that which applied to the individual's ability to cope with the training programs and to the problems involved in obtaining job placement on completion of the programs. One manager stated that few agencies have personnel trained in counselling and they consequently did not attempt to assess and resolve personal problems that properly require professional counsel.

Registration procedures differed from school to school. In most of the trade schools provision was made for students to begin courses at various times during the year. Fees were payable at the time the student began his course.

The registered trade schools either rented or owned the necessary facilities. Facilities observed during this survey were less elaborate and less well equipped than vocational high schools. Classrooms were small but were considered adequate for their needs by those in charge of the trade schools.

The beauty and barber schools financed their operations through the fees paid by the students and through the charge paid by the customers who went to these schools to get their hair done. Advertisements stated that the customers provided the student practice and that payment was made to cover the cost of materials only.

Tables V, VI, and VII provide details concerning courses, enrolment, fees, and instruction at the commercial schools, beauty schools, and barber schools.

TABLE V

DATA CONCERNING PRIVATE COMMERCIAL SCHOOLS

School	C. F. Lang Business Services Ltd.	Henderson School of Commerce	Practical School of Commerce	Victor Comptometer
Accept Male and Female	yes	yes	yes	yes
Age Limits	none stated	none stated	none stated	none stated
Educational Entrance Requirement	Gr. VII-X	not specified but prefer High School	Gr. X	Gr. XI
Length of training	10-16 wks. 1-2 nights/wk.	28-40 wks.	2-8 mos.	10-12 wks. day school. 5-6 mo. at 2 nights/wk.
Tuition Fees	\$110 to \$145	\$20 per wk. plus \$2 exam fee	\$100	\$15 per wk., days \$20 per mo., nights
Texts included in Fees	yes	yes	yes	yes
Examinations on completion	yes, set by instructors	yes, set by Business Educators' Assoc. of Can.	no data	yes, set by firm's head office
Certification offered	Firm's Diploma	B.E.A. Diploma	Diploma	Comptometer School Diploma
Enrolment	50	25	5	100

TABLE V (continued)

School	C. F. Lang Business Services Ltd.	Henderson School of Commerce	Practical School of Commerce	Victor Comptometer
Management	Local Private	Regina, Calgary Edmonton, Lethbridge, Victoria Private	Private	Head Office Galt, Ontario
Registered under	Prov. Govt. City Business License	Prov. Govt. City Business License	Prov. Govt. City Business License	Prov. Govt. City Business License
Student Financial Assistance	-----	Canada Student Loans Alberta Student Loans	-----	course not long enough
Employment Assistance Service	yes	yes	yes	yes
Number of Instructors	3(evenings)	1-half days 2-full time	no data	1-part time 1-full time
Instructors with Professional Teaching Certificates	0	1	no data	0
Instructors with Trade Certificates	3	2	no data	0
Class Size-Largest -Smallest	24 5 to 6	20 1	no data no data	20 6

TABLE V (continued)

School	C. F. Lang Business Services Ltd.	Henderson School of Commerce	Practical School of Commerce	Victor Comptometer
Courses Provided:				
Secretary		yes		
Medical Secretary	yes			
Legal Secretary	yes			
Clerk typist		yes	yes	
Receptionist		yes		
Comptometer				yes
Floral Design	yes			
Accounting		yes	yes	
Stenography		yes	yes	
Liaison with other agencies in developing program	no	with Alberta College and NAIT	no data	no-would like to work with High Schools
Should programs be coordinated?	no	yes-by a business college	no data	specialty school, difficult to answer.
Would you drop course if public agencies provided the same course?	yes-if school failed to show profit.	no-fills a need for skilled graduates. Public agencies seem to stress credit rather than skill.	no data	Would require a head office decision since course is a service to users of comptometer machines. It is more a service to customers than a profit making course.

TABLE VI

DATA CONCERNING BEAUTY SCHOOLS

School	Artistique	Cosmetology	Marvel Beauty	Marvel Hairdressing
Accept Male and Female	yes	only female	yes	yes
Age Limits		none	16	16
Educational Entrance Requirement	Gr. VIII	Gr. XI	N.K.	N.K.
Length of training	2 wks.-8 mos.	half days for 6 mos.	8 mos.	8 mos.
Tuition Fees	\$75 manicurist, \$450 \$35 wk. hairstyling \$125 Harper Method Cosmetology \$286 Beauty Culture		\$285	N.K.
Costs of Texts and Supplies	\$36	included in fees	N.K.	N.K.
Examinations	Practical and Theory, Govt. Exams	Practical and Theory	Practical and Theory, Govt. Exams	Practical and Theory
Certificates offered	Diplomas for each course	Diploma (Cosmetology) (Aeathetics)	Diploma	Diploma

TABLE VI (continued)

School	Artistique	Cosmetology	Marvel Beauty	Marvel Hairdressing
Enrolment	48	N.K.	N.K.	150
Management	Private	Private	Private (Local Manager of Chain)	Private
Registered under	Prov. Govt. City Business License	Prov. Govt. City Business License	Prov. Govt. City Business License	Prov. Govt. City Business License
Student Financial Assistance	Manpower	no	----	----
Employment Assistance	yes	yes	yes	yes
Instructors with Trade Certificate and Experience	5		N.K.	N.K.
Class Size-Largest	50	10		
-Smallest	1	10		
Courses:				
Beautician	yes		yes	yes
Cosmetologist	yes	yes		
Aesthetics		yes		
Manicuring	yes	yes		yes
Hairdressing				yes
Hair Styling	yes			
Liaison with other agencies in developing program	yes	no		

TABLE VI (continued)

School	Artistique	Cosmetology	Marvel Beauty	Marvel Hairdressing
Is Liaison desirable	yes	no		
Why?	for betterment of profession			
Is coordination necessary	yes			
Who should coordinate?	Government			
Would you want to drop course if public agencies provided the same course?	no-we are able to do a better job than the public institutions.	no response		

TABLE VI (continued)

School	Ruby Sharon	Wer-Myc's
Accept Male and Female	no data	N.K.
Age Limits	no data	N.K.
Educational Entrance Requirements	Gr. VIII	N.K.
Length of training	8 mos.	8 mos.
Tuition Fees	N.K.	\$235
Cost of Texts and Supplies	N.K.	up to \$45
Examinations	Practical and Theory	Practical and Theory Govt. Exams
Certificates offered	Diploma	School Diploma in Hairdressing
Enrolment	N.K.	N.K.
Management	Owner-Private	Owner-Private
Registered under	Prov. Govt. City Business License	Prov. Govt. City Business License
Student Financial Assistance	----	no

TABLE VI (continued)

School	Ruby Sharon	Wer-Myc's
Employment Assistance	yes	yes
Instructors with Trade Certificates and Diplomas	N.K.	4
Class Size-Largest		32
-Smallest		3
Courses:		
Beautician		
Cosmetologist		
Aesthetics		
Manicuring		
Hairdressing	yes	yes
Hair Styling	yes	
Liaison with other agencies in developing program.		no
Is liaison desirable		no response
Why?		no response
Is coordination necessary?		no response
Who should coordinate?		no response
Would you want to drop course if public agencies provided the same course?		no-know better what type of operators are required.

TABLE VII

DATA CONCERNING BARBER SCHOOLS

School	Campus Barber School	Haymour Barber School	Moler Barber Schools
Accept Male and Female	yes	yes	yes
Age Limits	16	16	16-45
Educational Entrance Requirements	N.K.	N.K.	Gr. VIII or better
Length of training	8 mos.	8 mos.	8 mos.
Tuition	\$150 for barbering \$500 for hairstyling	\$150	\$200
Texts included in fees and cost	no - \$12	no - \$12	texts and barber kit \$150
Examinations	Written and Practical Apprentices Board	Written and Practical Apprentices Board	Written and Practical Apprentices Board
Certificates	Standard School Certificate	Standard and Advanced School Certificate	School Diplomas and Proficiency Certificate
Enrolment	30	30	48
Management	Private	Private	Private

TABLE VII (continued)

School	Campus Barber School	Haymour Barber School	Moler Barber Schools
Registered under	Prov. Govt. Apprentice Board City Business License	Prov. Govt. Apprentice Board City Business License	Prov. Govt. Apprentice Board City Business License
Student Financial Assistance	Manpower	Welfare	no
Employment Assistance	yes	yes	yes
Number of Instructors	4 part-time 3 full-time	4 part-time 3 full-time	2 full-time
Number with Trade Certificates	6	6	2
Class Size-Largest -Smallest	20 11	20 11	20 any amount
Courses:			
Hairstyling	yes	yes	
Barbering	yes	yes	yes
Liaison with other agencies	yes-with salons	yes	
Liaison desirable	yes with private trade schools	yes	yes

TABLE VII (continued)

School	Campus Barber School	Haymour Barber School	Moler Barber Schools
Coordination needed	no	no	no
Would you drop course if public agencies provided same courses? Why not?	no-Public agencies do not provide as good training. Salons confident in graduates of of private schools.	no	no-Better job opportunities result from additional training given by trade schools.

The Chicago Vocational Training Corporation Limited provided programs in Vancouver, Winnipeg, Toronto, and Montreal as well as in Edmonton. Correspondence courses were offered as well as resident day programs. The courses and advertising were directed towards the male although females were not specifically excluded. Age limits were not indicated but the preferred entrance requirement for most courses in the company's brochure was Grade eight or better. Drafting required grade nine or better. The courses varied in length and in cost as shown in Table VIII.

Examinations were administered to those in "residence" by the instructors and on completion of the diesel mechanics and welding courses students took apprenticeship examinations conducted by the provincial apprenticeship board.

Seven full-time instructors who had trade certification were employed. Enrolment in correspondence courses and residence courses was reported to be approximately three hundred for the past year.

The Corporation was not concerned that public agencies might provide similar courses. The manager stated that the Chicago Vocational Training School admitted students who lacked the educational prerequisites to gain admittance to similar courses offered in the public institutions. The School would continue its courses so long as it was profitable to do so. The School was registered under The Trade Schools Regulations Act.

McKay Technical Institute, also registered as a Trade school, did not respond to the questionnaire sent out. It

TABLE VIII
LENGTH AND COST OF COURSES

Course	Length	Cost
Diesel Auto Mechanics	6 months	\$396.00
Welding	150 hours	\$387.00
Drafting DR2	280 hours	\$360.00
Drafting (correspondence)	3 to 7 months	\$332.00 (includes instruments and materials)
Showcard Writing (correspondence)	8 to 10 months	\$332.00 (includes kits)
Refrigeration and Air Conditioning (Home Training by Correspondence)	6 to 12 months	\$498.00 (includes kits, tools, and materials)
Television-Radio (Home Training by Correspondence)	6 to 12 months	\$498.00 (includes kit)
Photography (Home Training Program)	10 to 15 months	\$166.00

advertised training in I.B.M. Computer Programming, keypunch operating, and NCR machine accounting.

I. PRIVATE TRAINING SCHOOLS NOT REGISTERED AS TRADE SCHOOLS

There were several establishments that operated as business enterprises which provided training. Included in this category were agencies that provided driver training, modeling training, flying training, courses in ceramics, programs in modern languages, and courses in reading. There were also correspondence courses available in many subject areas.

Driver Training. Driver training was provided in Edmonton by five agencies: The AA-1 Driving School; The Alberta Motor Association (AMA); the Edmonton Driving School; The Master School of Driving; and the Edmonton Public School Board through its summer school driver training program.

The fees charged the student were expected to cover the costs of the program. Indeed, since all but the Public School Board were private agencies, it was unlikely that the programs would be continued unless they were profitable.

The cost to the student depended to a large extent upon how long he took to become sufficiently proficient to pass the written and practical driving tests of the Provincial Highways Department. The complete driver education course of the Alberta Motor Association included eight hours of lectures; eight 55-minute lessons in a dual control car; eight 55-minute periods of in-car observation was available if a student requested it.

This cost forty-five dollars. Additional lessons, if necessary, cost four dollars an hour. Students had to be members of the Alberta Motor Association to take the Association's driver education program. The Edmonton Driving School charged the student six dollars per hour. The average student required approximately ten hours of training.

The Master Driving School provided a basic course which included four hours in a Drivotrainer and five hours in the car at a cost to the student of thirty-nine dollars. Individual driving lessons were available at a cost of six dollars per hour. Drivotrainer lessons, apart from those in the basic course, could be had for two dollars an hour.

The AMA reported that an average of two thousand students take their course each year. The Edmonton Driving School showed a steady increase in the number of students with 800 in 1964-65, 900 in 1965-66, 1100 in 1966-67, and 1200 in 1967-68. Similarly, the Master Driving School reported 1172 in 1965, 1107 in 1966, 1425 in 1967, and 1393 in 1968.

The driver training schools were operated under regulations of the Department of Highways for the Province of Alberta. Alberta Regulation 242/67 has been included in Appendix F.

In view of the government having considered, from time to time, making driver education an elective in the high school curriculum, the response to the question: If public institutions offered the same courses, would you want to drop such courses? was of interest. The Master Driving School simply responded that they would have no business if the public institutions provided

the courses. Similarly the Edmonton Driving School considered it would not want to drop the courses because free enterprise should have an opportunity to provide the service. The AMA would not drop the courses because the program provided a service to its members.

Nonetheless the agencies noted that there was a need for the coordination of programs. The Edmonton Driving School and the Master Driving School noted that the Provincial government should have the responsibility for coordination. Certainly the numbers of students who take driver education was indicative of the need for the services presently provided.

Modeling Schools. Three modeling schools responded to the questionnaire that was sent out, including the Juillard Modeling Club, Peggi Adams Agencies Ltd., and Vogue Models Ltd. Each of these agencies offered courses in modeling and personal development for teenagers and for adults. Table IX illustrates the courses offered, the length and cost of each.

The fees charged the student included supplies. The cost of operating the courses was covered entirely by fees. The courses were provided to meet a public need and to make a profit, though the latter was not great. These were locally owned and operated agencies. Each of them indicated that their courses were not regulated by government apart from the city business license. Each agency rented the accommodation necessary. Peggi Adams conducted a program for the Extension Division of the Edmonton Public School Board at Victoria Composite High School in addition

TABLE IX

DATA CONCERNING MODELING SCHOOLS

School	Juilliard	Adams	Vogue
Courses:			
Teen-Personal Development	8 wks. - \$20	6 wks. - \$ 35	6 wks. - \$ 30
Adult Personal Development	10 wks. - \$60	8 wks. - \$ 75	10 wks. - \$ 85
Teen Modeling			6 wks. - \$ 25
Adult Modeling			8 wks. - \$ 75
Advanced Modeling	8 wks. - \$60	8 wks. - \$ 75	
Hostess Course			6 wks. - not listed
Adult Self-Improvement and Basic Modeling		13 wks. - \$110	

to the courses conducted in the Agency's facilities.

Enrolment at the time of the survey, February, 1969 was reported in approximate figures as follows:

Juilliard	43
Peggi Adams	40 (not including the extension class)
Vogue	200

Liaison with other institutions that provided similar programs was not considered necessary by two of the agencies. One indicated that liaison was desirable. Nor was coordination of the efforts of organizations in providing these courses considered necessary. None of the agencies would want to drop their courses if similar programs were offered by public institutions. It was considered that the public institutions did not offer as complete courses and that the private agencies provided quality instruction. One agency suggested that in the public institution the cost might be less with a resultant loss of interest to the point that the demand for such courses would cease.

Aviation Schools. Although there were five companies which offered flying training in Edmonton only two of them responded to the questionnaire that was sent out, the Edmonton Flying Club, and Centennial Flying Services Ltd.

The courses offered were designed to qualify the student for a private pilot's licence, a commercial pilot's licence, senior commercial licence, airline transport licence, or instrument rating. Written and practical examinations set by the Department of Transport of the Federal government must be passed by the student to gain his licence. The courses were developed by the

organizations' management to meet the requirements of the Department of Transport.

The cost to the student was considerable. The minimum cost to achieve a private pilot's licence was \$550.00. To achieve a commercial pilot's licence the minimum additional cost, over and above private pilot's training is \$1,000.00. Centennial Flying Services quoted an approximate cost of \$3,000.00 for a commercial licence. Instrument Rating costs from \$1,500.00 to \$2,500.00. The cost of textbooks and instruments required was additional to the fees charged for training.

All instructors employed were fully qualified pilots. The Edmonton Flying Club employed seven part-time and six full-time instructors. Centennial Flying Services employed four part-time and two full-time instructors. Each organization had its own facilities at the industrial airport, including aircraft. During 1968-69 some three hundred students were enrolled in the program of the Edmonton Flying Club. The number enrolled by Centennial Flying Services was not available.

Neither of the agencies wanted to drop its program if public institutions were to provide the same courses. In view of the large investment in equipment, particularly aircraft, this reaction was understandable and it was considered unlikely that public agencies would want to undertake such expensive programs.

II. OTHER PRIVATE TRAINING SCHOOLS

The Berlitz School of Languages. The Berlitz School of Languages is an international organization with an Edmonton office

and some small classrooms. Its purpose is to provide courses in languages to suit the individual needs of the student. The school is prepared to provide instruction in whatever language the individual wishes to learn.

The Manager of the school was not able to complete the questionnaire that was sent out because of company policy but was most cooperative in granting an interview.

The instructors employed by Berlitz were employed to instruct in their native language. If someone wished to learn Japanese, a Japanese instructor provided the instruction. In most cases the instructors possessed teaching certificates but these certificates were not necessarily Alberta certificates. Approximately ninety-five percent of the instruction was provided to individuals in private lessons. The company adjusted its program to meet the purposes which the individual had in taking the course. For example, if the student had planned to tour a country and desired a working knowledge of the language, then the course was designed for that specific purpose. Two instructors provided French language instruction in Edmonton. There was one English instructor and one German instructor as well. All classes were conducted in the language being studied.

Private lessons cost the student thirty-five dollars a week. The cost was thirty dollars a week per person for small group lessons.

The manager was convinced that the Berlitz program filled a need that was not met by the courses in languages provided by public institutions. The programs have been developed by

Berlitz and have been copyrighted. Approximately one hundred and fifty students were expected to enrol in the courses during 1969.

The Ceramic Studio of Edmonton. The Ceramic Studio of Edmonton was a specialized type of school which offered two courses, basic and advanced ceramics. Instruction was provided by one full-time instructor who was also the owner and supervisor, at a cost to the student of thirty dollars for the basic course and seventy dollars for the advanced course. This cost included materials used during the courses.

The studio was not regulated by the government but had to have a city business licence. Approximately forty-five students enrolled during 1968-69. The Ceramic Studio was not a trade school, nor did it provide any form of certification. The courses were designed to provide a specific kind of hobby training.

The facilities were not as spacious as the operator would like. She indicated that more space was required for potters' wheels. The owner indicated that she worked to some extent with the teachers in the public schools who were involved in providing ceramics instruction. She did not regard coordination of ceramics programs as necessary. Nor was the studio likely to drop its program with the increased interest in ceramics in the public institutions. The studio was operated because the owner was interested in, and enjoyed doing ceramics.

International Correspondence Schools Canadian, Ltd. The International Correspondence Schools has an office in Edmonton

to which applications may be made by those who desire to study by correspondence. The firm offers courses in the following areas: architecture and the building trades; commercial art; automobile; business; civil engineering; electrical and electronic engineering; engineering drawing; mechanical engineering; professional engineering; science and chemical engineering; shop practice; and textiles.

The cost of the courses ranged from \$50.00 to as much as \$571.50. Certificates were awarded for some courses provided the students wrote successful examinations. The company stated that the courses were provided because of demand and because of requests from industry. In many instances, it was pointed out, employees financed the tuition fees of their employees. Enrolment figures were not available locally. The company's representative noted that such statistics were kept at the head office.

In developing programs the company worked with the Department of Education, Professional Societies and with Unions. It was also registered under the Trade School Regulations Act.

The Calendar of courses included a listing of high school courses for Canada. It was noted that few of the courses were based on the Alberta Senior high schools curriculum.

Evelyn Wood Reading Dynamics Institute. An international organization, the Evelyn Wood Reading Dynamics Institute established an Edmonton branch in September 1968. The primary purpose was to provide a program that would teach individuals to read faster and with improved comprehension. The program was designed as an

eight-weeks course that cost the student \$135.00. This fee entitled the student to continue in the program as long as he wanted and also permitted him to participate in branches of the Institute in other cities. The fee paid by the student was recognized by the Federal Income Tax department as a permitted educational discount.

The Edmonton branch had six part-time and two full-time teachers. Three of these had professional teaching certificates, the others were employed following a training program provided by the Institute.

The Institute leased facilities consisting of classrooms, office space, and a reception area in a downtown office building. Each classroom accommodated thirty students. During the 1968-1969 school year approximately 1200 students enrolled in the Institute's program in Edmonton. Some of these students enrolled in special courses provided by the Institute at the request of industrial firms.

It was not considered likely that the program would be dropped if public agencies were to provide similar programs. The institute's course was protected by copyright and through the contracts which participants signed. The enthusiasm and interest in their program as shown by the manager and his assistant were the highlights of all the interviews conducted during the survey. Both were convinced that the Institute's course was the best reading program available.

Leland Val Van De Wall - Success Seminars. This was a

privately operated organization which offered courses in sales psychology, communications, and human relations. A certificate was granted for an average of seventy-five percent or more on ten written tests. The tests were set by the instructors. The course cost was one hundred dollars. If a man's wife attended at the same time as her husband, the fee for her was fifty dollars. No charge was made for teen aged children attending with one or more parents. Textbooks and supplies were included in the fees.

Three full-time instructors were employed. None had teaching certificates but were employed because of their knowledge and experience as salesmen.

Six hundred students enrolled in the program during 1968-69. The average size of class was reported to be eighty-five. There was no indication as to how many of the six hundred were wives or teen aged students. The Success Seminars were not regulated by the Trade Schools Regulations nor by the Department of Education. Courses are conducted in rented accommodation in hotels.

SUMMARY

Several trade schools were identified as providing training courses for adult students in Edmonton. Eighteen of these were registered with the provincial government and were operated in accordance with the Trade Schools Regulation Act. There were other private institutions which offered specialized training but were not registered as trade schools. This group of schools provided driver training courses, modeling programs, reading and

language instruction and flying training.

Private schools had their own facilities or rented facilities. Their fee structure was expected to provide sufficient revenue to cover the costs of operation for there were no other sources of revenue such as government grants to help defray costs. The private schools, in some areas, duplicated programs available through public agencies and it was noted that their enrolments tended to be small. In such cases, the supervisors indicated that the training programs had to be of high quality if the private institution was to remain competitive.

CHAPTER VI

PROFESSIONAL ASSOCIATIONS AND ADULT EDUCATION

The role of professional associations in adult education differed in many ways from that carried out by public educational institutions and private training schools. Professional associations tended to direct their educational programs towards upgrading the members of specific professions, or providing forums for the study of new ideas and processes. Some of the associations controlled the educational qualifications required of practising members of the profession.

The educational programs sponsored by, or provided by professional associations filled needs that were not met by formal educational institutions. In this survey, an attempt was made to identify some of the educational endeavours of professional associations to illustrate the kinds of opportunities open to members.

The questionnaire that was sent to the professional and voluntary organizations differed from the one sent to the public institutions, trade schools, and private schools. The professional associations were asked to describe the purposes and activities that were of an educational nature in which they were engaged.

This chapter reviews the responses of the professional organizations.

I. THE ALBERTA ASSOCIATION OF REGISTERED NURSES

Purposes. The purpose of the Alberta Association of

Registered Nurses was to provide for the coordination of the activities of graduate registered professional nurses in the province to promote professional and protective services to the public and to elevate the standard of nursing practice.

Participants. Active participants in the Association numbered 8,391 in 1968.

Educational Activities. In January, 1969, one hundred nurses attended a one-day workshop on Communications and Human Relations. In February, a two-day workshop was conducted for forty-four nurses on How to Achieve Better Nursing Programs. In March, a series of five evening programs dealt with: (a) Influences on Nursing through the years; (b) Are Nurses Narrow? (c) Medicare and its Effects; (d) How the Nursing Profession Can Meet the Challenge of the Future; (e) Two Levels of Nursing. Team-Nursing was the subject for a two-day workshop in April.

II. THE ALBERTA CERTIFIED NURSING AIDE ASSOCIATION

Purpose. The purpose of this Association was growth and development of the certified nursing aide in Alberta.

Participants. Active members numbered 2,509 in Alberta in 1968 of whom between 600 and 700 were in the Edmonton area.

Educational Activities. The thirty-four chapters of the Association have conducted workshops in nursing procedures, lectures were given pertaining to diseases dealt with in every day work within the hospitals.

In March, the Edmonton chapter held four evening programs which dealt with: (a) special fusion - demonstration of how to work the circular electric bed; (b) cerebral palsy; (c) drug addiction. It also held a one-day workshop which dealt with tuberculosis. The cost was minimal to the participants. The registration fee was only \$1.50 for the workshop, coffee and lunch.

III. THE ALBERTA DENTAL ASSOCIATION

Purpose. This Association endeavoured to cultivate and promote the art and science of dentistry and all its branches and to maintain the honour and interest of the dentist profession.

Participants. Approximately five hundred and fifty dentists were active in Alberta.

Educational Activities. The Edmonton and District Dental Society met monthly at which time clinics were provided for its members.

The members were encouraged to take advantage of short courses for dentists provided at the University of Alberta.

The association provided seminars in various parts of the province through which information on dental public health was presented to parents and school students.

IV. THE ALBERTA FEDERATION OF LABOUR

Purpose. The purpose of this organization was to promote the interests of and generally to advance the economic and social

welfare of the workers of Alberta, as well as to assist in organizational activities.

Participants. On a provincial basis the Federation had approximately 50,000 active participants.

Educational Activities. The Federation was a provincial organization whose programs were not confined to Edmonton. It sponsored a week-long school for union members. It assisted the Edmonton Labour Council with week-end seminars by providing instructors. The Federation provided educational material to its affiliates.

V. THE ALBERTA HOTEL ASSOCIATION

Purpose. With respect to education, the association provided information to its membership on all matters pertaining to the industry and published and distributed papers and books as needed.

Participants. Four hundred and thirty-eight were recorded members.

Educational Activities. The association provided considerable financial assistance to educational programs presented by other agencies. It helped to subsidize a cooking program at N.A.I.T. and a hotel management course at S.A.I.T. The other major program was the provision of scholarships to assist first year students at university which cost the association approximately \$45,000 per year.

VI. THE ALBERTA LAND SURVEYORS' ASSOCIATION

Purpose. The purpose of this Association was to govern the affairs of all the licenced land surveyors in Alberta.

Participants. There were 129 active members.

Educational Activities. The Association presented or sponsored seminars dealing with surveying. These seminars were offered only to land surveyors. Occasional papers on surveying were presented to other professional organizations.

VII. THE ASSOCIATION OF PROFESSIONAL ENGINEERS OF ALBERTA

Purpose. One of the important purposes of the association was to provide for continuing education of its members through:

1. Encouraging the establishment of night classes and other forms of programs in professional and related topics.
2. Publishing the "Alberta Professional Engineer," a journal of high professional standard, six times a year.
3. Bringing to its meetings many qualified speakers, who can discuss current developments in engineering, science and business.

Participants. Membership was approximately 5,300 with an additional 500 in the category of Engineer-in-training.

Educational Activities. The association worked closely with the Department of Extension at the University of Alberta and with the Department of Continuing Education at the University of Calgary, and with the Technical Institutes to establish programs in the form of lectures, seminars, and workshops. The programs

at the universities were intended to meet the needs of people who required up-dating or up-grading. The programs at the technical institutes were oriented towards those wishing to obtain professional registration but who lacked the educational qualifications and thus needed to be prepared to write professional examination. During 1968-69, the nine courses listed in Table X were provided at N.A.I.T. to meet these needs.

In February, 1969, a joint meeting of the Association of Professional Engineers of Alberta and the Edmonton Branch of the Engineering Institute of Canada was held. Guest speakers presented papers on such wide ranging topics as the problems facing Zambia, a newly-emergent African nation, and new developments in surveying equipment. Because of the specialized nature of the talk on surveying, members of the Alberta Land Surveyors' Association and the Canadian Institute of Surveying were included in the meeting.

TABLE X

COURSES PROVIDED AT N.A.I.T.
FOR THE
ALBERTA PROFESSIONAL ENGINEERING ASSOCIATION

Course	Duration	Registration Fee	Tuition Fee
Electricity and Magnetism	90 hours	\$5.00	\$33.00
Chemistry	80 hours	5.00	30.00
Engineering	90 hours	5.00	33.00
Economics			
Foundation and Soil Mechanics	150 hours	5.00	56.00*
Mechanics of Fluids	110 hours	5.00	40.00
Statics and Dynamics	150 hours	5.00	55.00
Strength of Materials	160 hours	5.00	59.00
Structural Design in Concrete	160 hours	5.00	59.00
Transportation in Engineering	150 hours	5.00	59.00

*Includes \$1.00 Lab. fee

VIII. THE CANADIAN CREDIT INSTITUTE

Purpose. This Institute provided a course of study at the university level which contributed to the attainment of professional standards in Credit management.

Participants. There were approximately thirty students in the Edmonton area participating in the program of this national organization in 1968-69. On successful completion of the final examinations, individuals who have had five years' active experience in credit work may be awarded an M.C.T. diploma.

Educational Activities. The Edmonton chapter of the Canadian Credit Institute provided classroom instruction to those taking the Institute courses. It also provided programs to upgrade those engaged in credit work. The courses in the Institutes' curriculum were prepared by the Canadian Credit Institute. Correspondence Courses at the university level, prepared and conducted by the Division of University Extension, University of Toronto were also offered to credit workers. The students have to pay fees of \$150.00 per course term.

IX. THE CANADIAN MANUFACTURERS ASSOCIATION (EDMONTON BRANCH)

Purpose. This was a non-profit organization which represented the manufacturing sector before the government and provided information and consultation on matters relating to legislation, taxation, industrial relations and transportation.

Participants. Normally only members of the association

attended seminars or evening dinner meetings. Occasionally other business people attended by invitation.

Educational Activities. The association had regular dinner meetings which featured knowledgeable speakers on topics of importance to manufacturers. In addition, two or three seminars were held each year. The seminars were arranged in co-operation with the Extension Department of the University of Alberta.

The association has been largely instrumental in planning and finding instructors for the Foreman and Supervisor series of evening courses at N.A.I.T.

X. THE ALBERTA AND NORTHWEST CHAMBER OF MINES AND RESOURCES

Purpose. The Chamber, in addition to its service as hiring agent for mines in the Northwest Territories, the Yukon, and Northern B.C., provided information and liaison between northern operations and the people with supplies and services in the south.

Participants. There were approximately 1,000 people who participated in the Chamber's activities.

Educational Activities. (a) Monthly meetings of the board of directors were held at which presentations were made by outstanding speakers and films on topics of interest were shown.

(b) A prospecting course was held in conjunction with the Department of Extension of the University of Alberta in February, 1969.

(c) The Chamber is a co-sponsor of the National Northern Development Conferences which attracts speakers from all over the world. The conferences are held every three years, the next one being in 1970.

(d) The Chamber arranged air tours to visit various mines, mining towns, and officials. In April, 1969 an air tour was arranged to visit Irish mines. In July, 1969 an air tour was scheduled to visit mines in Yukon and Alaska.

XI. THE CIVIL SERVICE ASSOCIATION OF ALBERTA

Purpose. The purposes of this Association were to develop the education, training, skill, and efficiency of the members of the Civil Service of Alberta, and to promote and safeguard harmony between the Government of Alberta and the members of the Association.

Participants. There were approximately 15,000 members in forty-seven branches of whom some 5,000 belonged to the Edmonton branches.

Educational Activities. Periodic seminars were held to acquaint the liaison officers of the Association with their duties and responsibilities. Seminars were also arranged for the officers of the branches of the Association.

A monthly magazine was published to provide information to the members. The program of the Association was related particularly to the work of civil servants.

XII. THE COLLEGE OF PHYSICIANS AND SURGEONS OF ALBERTA

Purpose. The Council of The College of Physicians and Surgeons is legally responsible under the Medical Profession Act for the registration and licensing of physicians to practice medicine in Alberta. The Council is also responsible for the promotion of medical and surgical knowledge and for the discipline of the Profession.

Participants. There were 1,800 physicians who were active registrants in the College as of December 31, 1968.

Educational Activities. The College of Physicians and Surgeons has representation in the Department of Continuing Medical education of the Faculty of Medicine at the University of Alberta. It also contributes money to the Department of Continuing Medical Education of the Faculty of Medicine at the University of Calgary. These departments provide continuing courses of post-graduate education to the Medical Profession.

Part of the annual meeting of the Alberta Medical Association is devoted to scientific and educational matters.

Royal Alexandra Hospital Clinical Days: From March 6 to March 8, 1969, the Royal Alexandra Hospital sponsored its annual clinical days medical education program. Guest speakers and panel discussions presented information to medical personnel on subjects such as pregnancy, heart disease, pediatrics, and heart transplants.

The Clinical Days' program was designed to provide updating information concerning medical practice.

XIII. THE SOCIETY OF INDUSTRIAL ACCOUNTANTS OF ALBERTA

Purpose. This Society endeavoured: (a) to promote and increase the knowledge, skill and proficiency of its members in all things relating to cost and industrial accounting, business organization and management.

(b) to develop a full appreciation of the purposes and uses of accounting in industry, to encourage the rise of sound accounting principles.

(c) to contribute towards the improvement and development of technical methods to the end that the cost and accounting functions may become increasingly valuable as a guide to management.

Participants. In Edmonton there were approximately 200 Registered, 6 General, and 400 student members.

Educational Activities. The Society provided a number of services: (a) A monthly publication relation to accounting, "Cost and Management" was produced.

(b) A library of some 15,000 references was available to all members on loan.

(c) Courses were conducted for the membership leading to the R.I.A. (Registered Industrial Accountant) designation. The R.I.A. curriculum was the same from province to province. The courses making up the program were set out in a specific order which had to be adhered to. Evening lecture classes were conducted in cooperation with the Department of Extension of the University of Alberta.

Students in the R.I.A. program had the option of taking instruction either by correspondence or in evening classes.

Annual examinations were conducted at the end of April or early in May. A student must have completed 80% of lessons assigned to be eligible to write the examinations.

Other activities provided by the society included seminars and monthly meetings at which topics of relevant interest to accountants were presented.

XIV. THE EDMONTON AND DISTRICT LABOUR COUNCIL

The Edmonton and District Labour Council was affiliated with the Canadian Labour Congress. The Council was concerned with providing assistance to the various unions in the Edmonton area. During 1968-69 seminars and courses were held which were related directly to labour problems. In April 1969 an education institute provided short courses in eight areas:

1. The Duties of Shop Stewards
2. Union Administration
3. Parliamentary Procedure
4. The Economics of Collective Bargaining
5. Public Speaking
6. Arbitration
7. Public Relations and Communications
8. Labour Legislation and You

The Institute cost the participating students nine dollars.

Instructors for programs arranged by the Council have had courses at the Labour College of Canada, a college associated with the University of Montreal, McGill University, and the Canadian Labour Congress. At the college, Council instructors and students studied economics, history, sociology, political

science, and trade unionism. For those unable to attend the College as resident students, correspondence courses were available. Through such courses the instructors and leaders in the local council were able to up-date their knowledge and so up-date the courses provided locally.

XV. PROGRAMS OF OTHER ORGANIZATIONS

A number of organizations, with which direct contact was not made during the survey, provided educational programs during 1968-69 which were reported in the local press. In order to provide more information on the scope covered by educational programs for adults in the community, the following were noted:

A one-day seminar titled The Computer as an Architect's Assistant was co-sponsored by the Extension Department of the University of Alberta and the Alberta Association of Architects.

The Edmonton Chamber of Commerce sponsored its eighth annual labour relations seminar for management representatives in March and April, 1969. Five evening sessions were held with outstanding speakers leading the discussions. Participants paid a fee of twenty-five dollars.

The Chamber of Commerce had several notable speakers address their regular meetings on various matters related to business and industry.

At a seminar on March 14, 1969, which was sponsored by the University of Alberta's Civil Engineering Department and the Canadian Institute of Steel Construction, discussion centered on practical problems in the design and construction of steel

structures.

A communications seminar was held in February, 1969, by the Administrative Management Society. The members of the Society were led in their consideration of speech and listening problems by an internationally recognized consultant on communications.

The Edmonton Bar Association sponsored a column in the Edmonton Journal called "Laying Down The Law." Through this column information about the Law was made available to the public as a public service of the Bar Association.

SUMMARY

Chapter VI outlined the efforts of some professional organizations in Edmonton to provide educational programs for their membership. The organizations referred to illustrated the variety in content and type of programs. The professions, business, and labour were represented in the associations reported.

The activities of the various associations involved thousands of people. The methods employed included the use of guest speakers, panel discussions, demonstrations, and seminars. Instructional leaders in many programs were university trained or had taken special qualification programs.

Facilities used for the programs varied in size from relatively small office space to university lecture rooms. Hotel meeting rooms were used by several organizations but were seldom equipped as suitable instruction areas.

CHAPTER VII

OTHER ORGANIZATIONS IN ADULT EDUCATION

There are many organizations, other than those considered in the preceding chapters, that are involved in some form of adult education. How many there are in Edmonton is difficult to determine and would require much more time than was available for this study.

The organizations considered in this chapter are those in which membership is voluntary, and whose efforts are not specifically related to any particular profession or vocation. For some organizations, educational programs are of primary importance. For others, educational activities are important, but are not the primary concern of the organization. In this chapter voluntary associations are considered briefly with respect to the kinds of educational activities in which they are engaged.

I. THE HOME AND SCHOOL ASSOCIATION

The Home and School Association has a central Council which provides local associations with advice and educational information, and also serves as a co-ordinator of activities.

The local associations provide a form of liaison between the parents and the teachers. During the school year local associations hold regular meetings at which qualified speakers discuss current problems and methods in education. New approaches to the curriculum are often presented to Home and School associations so that the reaction of the parents may be heard. In effect,

the Home and School Association enables parents to be made aware of trends in education.

II. THE COMMUNITY PLANNING ASSOCIATION OF CANADA (EDMONTON BRANCH)

This is an association of citizens who are interested in planning to solve problems facing the rapidly growing city.

During 1968 the Edmonton Branch held three public meetings at which discussions on matters such as the master plan for Edmonton, the proposed Omniplex, and other city problems took place. The Branch considered that these meetings helped to develop the thinking of the citizens and the City Council on these matters.

III. THE ALBERTA AVIATION COUNCIL

Although education was not specifically stated as an objective of the Council, one of its important committees was the Aviation Education Committee. During 1968 this committee worked in conjunction with a Department of Education Aviation Education Curriculum Sub-committee toward the development of aviation education courses at the high school level. Further meetings were held with two junior colleges who had requested assistance from the Council in developing aviation education courses. Thus, the Aviation Council displayed some initiative in working to develop new courses which could affect the future of many people interested in aviation.

IV. THE CATHOLIC INFORMATION CENTRE

The Catholic Information Centre exists to promote religious

values in all spheres of life. Amongst its activities and services are:

- (a) regularly run inquiry classes
- (b) pre-marriage courses and preparation
- (c) a central lending library
- (d) inter-faith workshops and dialogue groups

The inquiry classes are attended by approximately three hundred each year. Almost five hundred take the marriage courses. The courses are open to Catholics and also to persons of other denominations.

V. THE ARCHDIOCESAN ADULT EDUCATION CENTRE

The primary purpose of this Centre was to present a continuing program of religious education for Catholics. In order to reach most people as effectively as possible, and give some direction and help to those who were perplexed by changes in the church, reflection groups were organized. These were groups of eight to twelve people who met once a week over a period of twelve weeks in private homes. A course guide was prepared for the use of the groups. The Centre reported some 275 groups in the Archdiocese were using the program.

The Centre, during the spring of 1969 offered two leadership live-ins to provide assistance to group leaders.

VI. THE FAMILY SERVICE ASSOCIATION OF EDMONTON

This association provided professional counselling service to assist groups, families, and individuals with community, family or individual concerns. During 1968-69 the organization did

considerable work in the area of family life education, as illustrated by the following examples:

1. In cooperation with Edmonton churches a six-week series of lectures and group discussions was held on "Education for Marriage". This series dealt with legal problems, financial concerns, physical, emotional and spiritual concerns, and common problems related to marriage. The series was begun in October and continues through July 1969.
2. At meetings of the Family Service Association speakers discussed the problems facing growing metropolitan cities.
3. A series of four meetings for married couples and single parents was sponsored by the Association and Holy Spirit Lutheran Church. Discussions considered the role of the housewife, the middle child in a family and other family problems. Approximately 175 people attended.
4. Over 350 Family Life Education sessions were held in 1968. During the first half of the year these sessions served 4,628 people. In addition to the courses mentioned above, sessions dealt with sex education, child development, and public issues.

The Family Service Association used facilities in schools, churches, and community halls for its programs.

VII. THE UNITED NATIONS ASSOCIATION IN CANADA (EDMONTON BRANCH)

This organization, in 1968, had approximately fifty active members. The objectives of the association that relate to education were: to study international problems and Canada's relations as a member of the United Nations; to study possible courses of action in the field of international affairs; and to furnish information about, and stimulate public interest in the United Nations.

Programs during 1968 considered the following topics:

- (a) the aims and purposes of the U.N.
- (b) the Revolution in human rights
- (c) problems of the Middle East
- (d) problems of Native Indian Education
- (e) changes in the world health front

The Association was prepared to provide speakers to any group that requested one. Meetings were open to the public.

VIII. THE CANADIAN CANCER SOCIETY

The Canadian Cancer Society is one of several organizations that endeavours to educate the public concerning health problems. The Cancer Society conducts programs for schools, hospitals, and the public to make them aware of the danger signals of cancer so that early treatment may be obtained.

During each annual campaign for funds the Society leaves educational literature at each home. The Society also provides professional films for doctors, dentists, and nurses. The films are often used by church groups, service clubs and other organizations. In such cases the Society tries to provide a speaker from the medical profession.

IX. THE CANADIAN DIABETIC ASSOCIATION

Membership in this association is open to any interested person, whether diabetic or not. The Association holds monthly meetings from September to June each year. At these meetings various phases of diabetes are discussed, in most cases by a guest speaker. The Association endeavours, too, to inform the general public about diabetes through the distribution of literature and the publication of papers.

At the end of 1968 the Edmonton Branch had a membership of approximately 450.

X. THE CANADIAN MENTAL HEALTH ASSOCIATION (EDMONTON BRANCH)

This organization provides services for the mentally ill and convalescent. It also works to provide public education regarding mental illness and mental health.

XI. THE EDMONTON EPILEPSY ASSOCIATION

The Edmonton Epilepsy Association sponsored Epilepsy week in Edmonton early in 1967. The purpose was to inform the public about epilepsy and arase prejudice and misconceptions about this health problem. Membership was open to all persons suffering from or concerned about epilepsy.

XII. THE CANADIAN PARAPLEGIC ASSOCIATION

This Association was involved in job placement and job training of paraplegics. It was also involved in educating the general public about paraplegics and their problems although no specific program of this nature was offered. On request, the association was prepared to provide speakers to special groups. A film on rehabilitation in paraplegia was available from the Association.

XIII. ST. JOHN AMBULANCE

St. John Ambulance provides courses in First Aid and Home Nursing. Members are volunteers who are interested in using their training in service to others. A First Aid course consists of a minimum of seven instructional periods of an hour and a

half to two hours each. At the end of the course an examination is conducted by a medical doctor. The courses of instruction are offered to individuals whether they are in business, industry, home, or school. Special classes are provided for groups of employees or for members of an organization. For adults the costs for each course offered is approximately six dollars.

In 1968, the St. John Ambulance issued 11,913 certificates. It is estimated that 2,000 students are enrolled in courses this year.

XIV. THE EDMONTON YOUNG MEN'S CHRISTIAN ASSOCIATION (Y.M.C.A.)

The adult department of the Y.M.C.A. has provided a variety of programs. For two years prior to the fall of 1968, this department was without professional leadership. The director at the time of this survey considered that the role of the Y.M.C.A. should be directed more towards the area of human relations and awareness of others than in formal continuing education programs.

The adult programs in the fall of 1968 included:

- (a) a discussion course in economics
- (b) an intensive training program in public speaking, through the Toastmasters' Club
- (c) beginners square dancing, a ten-week course
- (d) a ten-week course in beginners bridge
- (e) a ten-week course in dancing covering social rhythm and Latin American dances

(c), (d), and (e) cost from \$7.50 to \$12.50 depending upon whether the participants were members or non-members.

XV. THE EDMONTON YOUNG WOMEN'S CHRISTIAN ASSOCIATION (Y.W.C.A.)

The Y.W.C.A. provided group activities that included

physical, social, cultural, educational, aquatic, and recreational programs. Leadership training was offered as well. The swim program led to Red Cross swim certificates. This program was not limited to adults although separate classes were provided for the adults. During 1968 a new program was provided called "Skills in Living." Its purpose was to assist young ladies to adapt to living alone in apartments. The Y.W.C.A. was also providing courses in English for New Canadians. This was a 28-week course which cost the student seven dollars.

The Y.W.C.A., like the Y.M.C.A. provided other kinds of activity which enabled the participants to become more socially aware. Craft classes, keep-fit classes, and dance classes were included.

XVI. GIRL GUIDES OF CANADA

The aim of the Girl Guides is to provide a service type of program to assist girls from seven to eighteen years of age. Such a program requires leaders. In the Edmonton area there are 658 Guiders (leaders) for 6,494 girls.

A leadership training program was conducted for adult members in the Edmonton area. The program was conducted by Girl Guide Commissioners and other qualified trainers. The emphasis in the training program was on methods of presenting the Guides' program to girls indoors and outdoors. Camping instruction was important. A week-end training seminar in the spring of 1969 was attended by fifty leaders.

XVII. THE BOY SCOUTS OF CANADA

The aim of the Boy Scouts is to help boys develop their character and become resourceful and responsible members of the community. Adults provide the leadership for scouting. In order to develop good leadership the Edmonton Region of the Boy Scouts has developed an adult education program that is available to any interested adult whether active in scouting or other youth serving organizations. The program is arranged in ten compulsory units and a group of optional units. The compulsory units deal with the role of section scouters, working with boys, working in small groups, programming, games, activities, crafts, hobbies, and leadership.

From January through April, 1969, regular sessions of the training program were conducted. In 1968 there 910 scouters in the Edmonton region.

In addition to the adult program referred to above, advanced training is offered to adults in teaching techniques, group dynamics, group discussions and allied subjects. Another program consists of a week-long human relations course. A rifle instructor's course, an archery instructor's course and an adult sailing course are designed to train adults so that they, in turn, can train boys.

XVIII. THE NORTHERN ALBERTA CURLING ASSOCIATION

Few would consider that a sports association is actively engaged in an adult education program. In the case of this

Curling Association a highly specialized program is provided through an annual Ice Makers' school. The only school of its kind in Canada, it is considered an outstanding success. Over five hundred students have attended the school since it began in 1956.

The Association has produced a film which outlines, step by step, the making of curling ice. This film is loaned to interested curling clubs for a small fee.

XIX. THE ALBERTA SAFETY COUNCIL

The objective of this organization is to promote accident prevention by means of public education. Much of this is done through campaigns using the public information media. Some is done through short courses.

The courses provided are not directed solely at adults. The Baby Sitters Safety Course is designed to benefit both young sitters and mature sitters. The course is made available to community groups interested in arranging such a course.

The Council offers other courses of interest to adults including:

- (a) a defensive driving course
- (b) a motor fleet supervisor training course
- (c) a traffic clinic

All of these courses are of interest to a safety-minded public.

XX. ADDITIONAL ORGANIZATIONS

The following organizations were identified with particular

programs, not through the survey, but from announcements noted in The Edmonton Journal.

(a) The Edmonton Natural History Club held monthly meetings and arranged field trips for its members.

(b) The Historical Society of Alberta met regularly and had speakers address it on historical matters.

(c) The Provincial Museum was open to the public and featured historical exhibits, artifacts, and art displays.

(d) The Canadian Native Friendship Centre set up an experimental course to teach persons who might work with native people, how to speak the natives' language. This twelve-week course was started in February of 1969. Forty-eight persons enrolled in the course and were divided into two classes.

(e) The Alberta Home Economics Association sponsored a one-day short course called "Focus on Modern Living." The course was open to the public at a cost to the individual of \$3.50.

(f) The Edmonton Horticultural Society provided "A Green Thumb Short Course" for those interested in gardening.

(g) The Alberta Native Women's Annual conference in the spring of 1969 discussed such topics as education, the status of native women, and alcoholism. Approximately 182 delegates attended the conference.

SUMMARY

The part played by voluntary associations in adult education was emphasized in this chapter. The areas of education covered by these associations ranged from concern with formal education

to health education, family life education, leadership training, recreational training, and safety education. The programs have been attended by several thousand people. The leadership program of the Boy Scouts was reported to have had two thousand adults trained.

It was noted that several of the organizations developed their own leaders through training programs. Those who took such programs did so voluntarily, were not paid, indeed, usually they had to pay a small fee for the programs. Such people were obviously interested in serving their community.

Interest in the problems of native people was reflected in the activities of some of the associations. Similarly, many associations were concerned and interested in developing programs to meet the problems of today's youth.

CHAPTER VIII

THE STATE AND ADULT EDUCATION

I. FEDERAL AUTHORITY

Federal and Provincial Governments have both passed legislation that affected education, and in specific instances, adult education. Constitutionally, the British North America Act of 1867 gave the provinces the exclusive right to make laws in relation to education. Yet in 1967, the Federal Government passed the Adult Occupational Training Act, the basic objective of which was to provide occupational training to adults, in co-operation with the Provincial Governments. The Federal Government undertook to pay the province for providing occupational training courses to adults whose enrolment in such courses was arranged by a Canada Manpower officer. In effect, the Adult Occupational Training Act provided the financial support for occupational training courses operated by provincial or municipal authorities. In some cases, this financial support was extended for courses not operated by provincial or municipal authorities, provided the specific course was approved by the provincial government. This legislation has enabled many adults to undertake training courses because it also authorized training allowances to be paid to students whose enrolment was arranged by Canada Manpower.

II. PROVINCIAL STATUTES

The Provincial statutes that affect adult education reflect

the wide range of programs covered by various institutions. Evening classes or extension programs provided by school boards are permitted by The School Act and come under the authority of the Minister of Education. (See Section 397 of The School Act in Appendix F.)

The Northern Alberta Institute of Technology, the Alberta Vocational Centre, and the Department of Education's Correspondence School Branch are authorized under the terms of The Department of Education Act. The responsible Minister is the Minister of Education.

The University of Alberta is responsible to the Universities Commission which, in turn, is responsible to the Lieutenant Governor in Council according to The Universities Act. It is in accordance with the terms of The Universities Act that the Department of Extension at the University of Alberta operates.

According to Section 5 of The Department of Education Act, the Department has authority over all technical schools, and commercial schools. (See Appendix F.) Yet a number of institutions covered in this survey such as beauty schools, barber schools, schools of commerce, and even the International Correspondence School are registered as Trade Schools and are not under the Minister of Education but under the Minister of Labor. They are regulated by the provisions of The Trade Schools Regulation Act.

There is not, at this time an Agricultural and Vocational college in Edmonton. But, if there were, such a college would be under the Minister of Agriculture. The Board

of Agricultural and Vocational Education, however, includes, among others, the Minister of Agriculture, the Deputy Minister of Agriculture, and the Deputy Minister of Education.

The Public Junior Colleges Act sets out the conditions for the establishment of junior colleges which would be responsible to a provincial board under the Minister of Education. The Act permits junior colleges to teach subjects of a university level not higher than the commonly accepted level of the first year beyond matriculation. Subjects of a general or vocational nature may be taught in accordance with regulations established by the Lieutenant Governor in Council.

The Minister of Youth is the responsible Minister with respect to recreation development in Alberta. This development is regulated in accordance with the provisions of The Recreation Development Act. The terms of this Act permit the Minister to conduct workshops, seminars, schools, conventions, exhibitions, and to engage lecturers, leaders and resource staff. Section 6 of the Act is important for it allows the Minister to make grants, scholarships, or contributions to municipalities, to organizations, and to public bodies.

It is not clear whether recreation grants are available to school boards. Nor have the provisions of the Recreation Development Act been reviewed by the administration of the Public School Board to determine to what extent recreation programs, developed and provided by the Board's Extension Services, can be assisted by the grants structure set forth in the Act.

Cultural Development activities are the responsibility

of the Provincial Secretary in accordance with the provisions of The Cultural Development Act. The Minister is empowered to conduct workshops, seminars, schools, and to engage instructors. In order to assist cultural development grants may be awarded. No grant is to exceed \$10,000.00 in any year.

The Department of Youth Act provides for the Minister of Youth to initiate, foster and encourage the development of all forms of constructive youth activity. Grants may be provided to municipalities and organizations in accordance with regulations set by the Lieutenant Governor in Council.

Driver training schools are regulated by the Highways Department under the provisions of the Highways Traffic Act.

The statutes reported in this section show the multiplicity of government departments that are involved in providing or stimulating programs of various kinds that affect the education of adults. No minister is charged with the responsibility for directing adult education. Nor is there evidence to suggest any coordination of the training programs regulated by the different departments. It is not clear to what extent the various agencies that are involved in adult education programs, are aware of the Acts which, in one way or another, affect the programs and the financing thereof.

III. PROVINCIAL REGULATIONS

Numerous regulations have been drawn up by the provincial government which particularly affect the operation of public institutions, private trade schools, and driver training schools.

The regulations which are included in Appendix F specify the conditions under which night schools may be operated by the school boards, the grant structure, the fees that may be charged, and provisions for the granting of credits. Regulations related to The School Grants Act and to the School Foundation Program Fund are included in Appendix F particularly in order that a comparison of the grants for teachers may be made.

Regulations under The School Grants Act, relating to the payment of grants, provide for a grant at the rate of two dollars per hour with respect to qualified teachers offering approved courses in evening classes. Section 7 of these regulations also provides for a grant of two dollars and fifty cents per hour with respect to classes conducted for New Canadians. On the other hand, School Foundation Program Fund regulations under The School Act provide for per pupil grants of \$360.00 for each pupil in Grades X to XII inclusive, and a scale of grants per teacher employed to teach students in Grades I to XII, the scale ranging from \$900.00 to \$3,900.00. Schedule A of Alberta Regulation 116/67 does not specify that the pupils be day-school as opposed to evening class pupils. Nor does it specify that the teachers referred to are regular day school teachers and not night school teachers.

Regulations relating to either The School Grants Act or The School Act are interpreted by the Minister of Education. His interpretation is final. In seeking an interpretation as to whether the grant provided under the Foundation Program might apply to evening class teachers, an official of the Edmonton

Public School Board's Business Department stated that the Minister could be expected to interpret the regulations as excluding evening class teachers because the grant per hour was less expensive to the government.

The Department of Youth Grant Regulations provide for grants and other forms of financial assistance to municipalities and organizations. The purpose for which the grant may be expended requires the approval of the Minister.

The regulations included in Appendix F of this survey are not necessarily well known. No evidence was found to indicate any awareness on the part of school boards that sources other than the Department of Education might have funds which could assist some of the programs undertaken to help adults.

SUMMARY

A number of statutes and regulations that affect adult education programs were considered in this chapter. The purpose in doing so was to indicate the multiplicity of authorities who have responsibility in one area or another of adult education.

Financial assistance in the form of grants was noted in several statutes. The purpose of the grants was to assist in the development of the activities for which the various Departments of the Provincial Government were responsible.

Education was recognized as a provincial responsibility. The Adult Occupational Training Act passed by the Federal Government was not regarded as a major infringement of provincial rights but rather as an instance of Federal financial assistance that

enabled adults to receive training provided by provincially recognized agencies.

CHAPTER IX

SUMMARY AND RECOMMENDATIONS

I. THE SCOPE OF ADULT EDUCATION

For the purpose of this survey, adult education was considered to be services that consist of systematic, planned, instructional programs for adults. The scope of the survey was such that it included academic, occupational, cultural, recreational, and general interest programs.

The survey identified the adult education programs offered in Edmonton, and the agencies who offered them. A reasonably wide cross-section of various agencies was questioned, either by questionnaire or in interviews. Several agencies were not included because they did not respond to the questionnaire.

The most visible and most widely known programs were those provided by the public institutions. The Extension Departments of the University of Alberta, the Northern Alberta Institute of Technology, and the Edmonton Public School Board offered the majority of the courses in the city. Between them, they provided more than 616 programs to an enrolment exceeding 21,445 students in 1967-68.

In most cases the Extension Departments' programs were of an academic or occupational nature which enabled the students to up-date and up-grade their qualifications. Many other agencies, both public and private, made educational opportunities available. In some cases there was duplication of the programs. For example,

N.A.I.T., the Public School Board, and the Parks and Recreation Department offered similar sewing courses. The fee charged differed from one institution to the other. Similarly, the School Board, Alberta College, and the Correspondence Branch offered the same matriculation programs to the public at different cost to the student.

Self-improvement, physical fitness and recreation programs as well as general interest courses were provided by many agencies.

No evidence was found that courses were provided to meet community needs established as the result of any study. The decision as to what courses were to be provided was made by the responsible officials and staff of each agency. Nor was there any formal co-ordination of the efforts of the various institutions although it was found that some of the agencies had consulted each other informally about courses and programs.

Private agencies, such as trade schools, business education schools, and those providing academic courses leading to matriculation, have not co-ordinated their programs with the public institutions. The fees charged the student were usually higher in the private institutions than in the public institutions. Enrolment was found to be smaller in the private agencies. Facilities had an influence on smaller enrolments, for most private agencies had fewer classrooms, and fewer places per classroom than did the public agencies.

A supervisor in one business school acknowledged that similar courses to those provided by her institution were available at less cost in the public institutions. She considered

that the private agency was able to produce better trained graduates and because it did so, it remained in business.

Recommendation. A comprehensive study of the educational needs of the adults in the community is suggested as urgent. Expansion of services is needed at different levels but without a study of the community needs, expansion, in an ordered sense, is unlikely.

Such a study is recommended as a means whereby the different institutions might provide more effective service to the community. In March, 1969, a woman phoned a local open-line radio program and asked the moderator where, and how a particular course in Ukrainian language could be obtained in the evening. The program moderator had a guest from the Department of Extension of the University of Alberta on the program. Her response to the woman's inquiry was to the effect that a program in Ukrainian could be arranged if fifteen or more people indicated an active interest in it.

A study of community needs could identify programs which should be provided, and a good advertising program could ensure that the community was made aware of opportunities offered in the various institutions. Such advertising should make use of newspapers, radio, and television.

II. CO-ORDINATION

Public agencies including trade training schools were asked whether there was a need for co-ordination of the efforts of the

different institutions that provide programs in adult education. Thirty agencies responded to the question. Twenty stated that co-ordination was necessary; eight said co-ordination was unnecessary, and two responded with a question mark.

One might conclude that co-ordination was considered necessary by most institutions, but the same institutions, in responding to the question as to who should undertake the task of co-ordination, indicated an almost complete lack of agreement. The following were suggested as the agency or means to undertake co-ordination.

Three agencies want the Provincial Government to do the job of co-ordinating. The Department of Education was named by two agencies, as was the Parks and Recreation Department. One agency suggested a private school liaison group working with the government. Another considered a co-ordinating committee from private trade schools. A voluntary organization indicated that co-ordination could be achieved through a social planning council whilst a large public institution urged that co-ordination be sought through informal meetings between agencies.

Without some consensus as to the means or agency which should undertake the co-ordinating, it is unlikely that co-ordination can be achieved.

Recommendation. Co-ordination of the efforts of the various agencies could avoid unnecessary duplication but unless there is a recognized need and a willingness to work for its success, it cannot be achieved. Responsible officials of both

public and private agencies need to explore the feasibility of co-ordinating their efforts in adult education.

No one has assumed the leadership of adult education in Alberta. As a result there is a multiplication of institutions in the field.

III. FACILITIES FOR ADULT EDUCATION

Many facilities were found in use for various adult education programs. They varied in size, comfort, and equipment from a small carpeted office used for individual language instruction to rooms capable of holding two hundred or more at the University. If facilities were lacking, then it was only during the recognized day-school hours from eight o'clock in the morning to three-thirty or four o'clock in the afternoon. For evening classes, it was found that many school facilities were not in use. Church halls, community halls, and limited facilities at the university were not utilized every evening.

Since the Separate School Board did not provide any adult education programs, its school facilities were used to some extent in the evenings by other agencies on a rental basis.

Recommendations. There are many facilities which could be used to provide more programs. Those which have been provided at public expense and comprise the various public institutions can and should be used more extensively. A community college is contemplated for Edmonton as a separate institution. It is conceivable that community college programs could be provided in

school facilities that are presently used only to 3:30 p.m. or 4:00 p.m. Some adjustment of school hours might provide accommodation for day-school programs as well as community college programs at a considerable saving of dollars. No one knows whether such is feasible, however, because a facilities utilization study has not been made.

The libraries of the school systems are not used by adults, not even those attending night school classes provided by the Public School Board's Extension Division. There are many well-equipped and stocked libraries, particularly in Junior and Senior High Schools. These libraries contain resource materials that could effectively up-grade the services provided adult students. In order for these libraries to be made accessible to adults, it is suggested that the School Boards adjust their policies not only to enable adults to use the facilities and to borrow books, but to employ librarians during evening hours to service the libraries. Even if adults were charged a library fee to help to defray the additional costs, such service is justified in publicly supported institutions.

IV. FINANCING ADULT EDUCATION

The public institutions which provide adult education are tax-supported institutions. Many of the adult students are property owners, who, through the taxes they pay, contribute to the support of the institutions. Even those who are not property owners but are renters contribute since the property-owner includes provision

for the taxes he pays in the rent charged. Nevertheless, adults are apparently willing to pay fees for the opportunity of furthering their education.

The fee structure was found to vary from institution to institution as well as varying according to the length of the courses. Revenue from fees did not cover the total costs of the public institutions. It was found that in most cases, revenue from fees was expected to cover the instructional costs and supplies but maintenance, caretaking, and equipment costs were met largely through the institutions' over-all budgets.

The Public School Board received grants from the Provincial Government which covered some of the cost of instruction. These grants were related strictly to the hours of instruction per teacher. No equipment, building, or supplies grants were obtained. The School Board's Extension Division has not determined to what extent financial assistance is available under the terms of the Recreational Development Act or the Cultural Development Act.

Private institutions obtained financial assistance from the government only in respect to classes provided for New Canadians.

The present financial structure for adult education is such that those who are willing and prepared to pay, may avail themselves of the opportunities that exist. Kidd¹, in his Toronto study noted that "a policy of no fee or low fees for adult study tends to be followed by an increased enrolment of those of low income or of low educational preparation." Surely it is in the public interest to develop financial policies that would

encourage such people to pursue their education.

Recommendation. There are no studies in Alberta that have considered the following questions:

1. What revenue is necessary to support comprehensive adult education programs?
2. What sources of revenue are available and what additional sources should be sought to support adult education?
3. To what extent should adult students be required to bear the cost of adult education? Should they pay all that the traffic will bear? Should fee structures be related to ability to pay?

The less able or disadvantaged people are those who need to be encouraged to undertake further education. It is recommended that financial policies be adjusted in such a manner that these people will be encouraged to enrol in programs that will up-grade their qualifications, even if such policies were to involve a program of grants.

V. INSTRUCTION

A wide variation was found in the qualifications of those employed as instructors for adult classes. Many certified teachers, whose full-time job was teaching in the regular day-school, were engaged in teaching night school classes, particularly in the Public School Board's Extension program. In addition, many instructors taught courses for which they had special qualifications resulting their experience or interest. Vocational types of courses were taught by instructors with trade qualifications or industrial experience.

The majority of courses were taught by individuals who did not possess a teaching certificate. Nor was such a certificate required in most institutions. The instructors in adult education, because of their diversity of background, and because those who teach evening classes often have full time occupations, were not organized by the Alberta Teachers Association, nor any other association for the purpose of salary negotiation or considerations of working conditions.

Salaries or wages for instructors were set by the individual institutions, although the scale for evening class instructors at the Northern Alberta Institute of Technology was laid down in regulations of the Department of Education.

No regular training programs for teachers in adult education were found. The supervisor of the Public School Board's Extension Division remarked that some in-service training was given but more needed to be done.

Educators in public school education currently discuss the need for differentiated staffing. They might do well to examine adult education where instructors of all kinds are to be found. Adult education tends to make use of the particular talents and interests of the individual instructor regardless of specific teacher training. In the day schools, on the other hand, emphasis is placed on the certification requirement.

Recommendations. Several of the agencies involved in this survey provided programs throughout the day. Their instructors were usually employed full-time. In other institutions,

particularly those engaged in night schools, many instructors were part-time employees.

Training in instructional technique is suggested as a means whereby adult programs could be made more effective. Such programs could be provided regularly by those agencies involved in offering a wide range of courses, such as the Extension Department of the University of Alberta, the Extension Department at the Northern Alberta Institute of Technology, or the Extension Division of the Public School Board. There is evidence that adult education programs are increasing in scope each year. As a result, more and more instructors are required. A program of studies at the University level which would train administrators and teachers for adult education is suggested as being urgently required if the demand for people so trained is to be met.

A voluntary organization of those engaged in the administration of and instructing in adult education is suggested. Through such an organization there can be an exchange of ideas and experience, and programs of research can be developed.

VI. REGULATIONS

Regulations and statutes that apply to adult education reflect the lack of coordination that persists in the field. No government department has direct responsibility for adult education either by statute or regulation. Nor is there a directorate or division with this kind of responsibility. The statutes and regulations tend to deal with the special interests of the different department of government.

An institution that provides academic courses, recreation and leadership courses, cultural activities, and trade training needs to be aware of the pertinent acts and regulations of the Departments of Education, Youth, Provincial Secretary, and Labour. In effect such an institution would have a divided responsibility to four authorities.

The multiplicity of regulations and statutes is a hindrance to the development of coordination. Certainly, school board regulations that restrict the use of classrooms and school equipment deter other organizations from using school facilities.

The Recreational Development Act and the Cultural Development Act contain clauses that provide limited financial aid to encourage program development. It is not clear to what extent such aid is available to school boards and recreation commissions. On the other hand, the Edmonton Public School Board's Extension Division was not aware of these Acts, nor has there been any investigation made as to the possible impact of these Acts on the Division's programs.

There are many regulations of the Department of Education, and several statutes that apply to the operation of public schools. Similarly, several regulations deal specifically with the Northern Alberta Institute of Technology. Many regulations affect the operation of trade schools, particularly those which provide trade training to apprentices.

Few regulations affect private institutions which offer general interest courses or specialty programs such as modeling,

dancing, reading dynamics and ceramics. Those private institutions that are operated as business enterprises and, in effect, sell their courses, are required by the city to have a business license.

Regulations should facilitate the orderly development of adult education. Awareness of regulations and statutes that affect any area of adult education is necessary for all institutions. The regulations and statutes are not unduly restrictive with respect to the development of programs for adult students. Indeed, not only is it difficult to determine who may offer adult programs, but it is equally difficult to determine who may not do so.

Recommendations. Adult education is growing rapidly, and in many directions. With several levels of government involved as well as many departments at each level, it is suggested that a study be made of all statutes and regulations that affect, in any way, the development of adult education. The purpose of such a study would be to bring together all pertinent statutes in an adult or continuing education statute which might serve as the provincial policy statement for the field.

Similarly, regulations might be studied with a view to eliminating many and developing more concise regulations, as few as possible, that would enable a continuing education policy to be effectively carried out.

VII. GENERAL CONCLUSIONS

This survey has resulted in more questions than answers. There is no single authority responsible for adult education

provincially or locally. Is an adult education directorate desirable or necessary? This survey has not answered this question.

Facilities in public institutions are not fully utilized from eight in the morning to ten o'clock at night. How many thousands of adult students could be accommodated in programs from three p.m. to ten p.m. if high schools made some small adjustments to school opening and closing times? With an adjustment of regular day school hours, could present facilities not be used, for several years, to accommodate a community college program? If such were possible the vast sums being considered for a community college complex might become available for equipment, supplies, staff, and research.

Training programs for teachers of adult students were not found to be required of the teachers. Nor was certification of instructors an issue at most institutions. Nonetheless, the growth of programs is so rapid that more instructors are needed and teacher training programs, to ensure effective instruction of the adult student, ought to be provided in each of the major institutions.

VIII. SUGGESTIONS FOR FURTHER STUDY

1. The extent to which a day-centre for adult education would be used has not been established. A study made in Toronto² found sufficient interest and need for further education to support an adult center twenty-four hours a day. Edmonton is considerably smaller than Toronto but its population is of such a size that a day-centre, operating from 8:00 a.m. to 10:00 p.m. might well

be maintained.

2. A parallel study to the need for a day-centre might examine the extent to which existing school facilities could meet adult education requirements. Such a study could determine whether a slight shifting of the regular day school hours that would release the schools to adult use at 3:00 p.m. is feasible, and to what extent such a shift would service adult needs.

3. The scope of adult education having been identified, a study to determine the need for co-ordination of programs is suggested as a logical follow-up to this survey.

4. The teachers in adult education were not identified as having had special training for adult education. A study to examine the training and experience of adult education instructors is suggested for the purpose of identifying the qualifications that are deemed necessary to provide more effective educational opportunities for adults.

5. In this survey a number of statutes and regulations were referred to as affecting adult education one way or another. A study that would describe in detail the purposes and effects of these statutes and regulations might lead to a bringing together and revision of these to make them more meaningful and to facilitate adult education development.

6. Financing adult education rests largely on fees paid by the students. A study, to determine what part of the population of a city such as Edmonton desires to further its education but cannot afford even the small fees charged, could lead to further consideration of government support for adult programs.

7. Does the status of the institution influence the selection of programs undertaken by adult students? In other words, do some adults take extension courses at the university because they are at the university or would they be as interested in the same courses in a public school setting or recreation hall? Such a study might assist institutions in identifying the kind of courses to offer. A parallel study might examine the extent to which adult education programs would develop if provided in the local community of the citizen, for example, in the local school or recreation hall.

8. Program development should meet the needs of the adult students. Do present programs reflect the educational needs of the students?

9. Should school boards provide comprehensive adult education programs? If so, what kinds of programs should they offer? Adult education is a rapidly developing field. Considerable research is necessary if its development is to be orderly and if it is to service the real needs of the community.

10. To what extent can public agencies work together to provide facilities, equipment, supplies, and programs for adult education? Do financial limitations restrict the necessary co-operation?

The foregoing questions go beyond the scope of this survey. However it is hoped that the questions raised in this survey, and the description of the adult education situation in Edmonton, will provide a base from which further studies may be developed. If such proves to be the case, then the effort put in will have been

worthwhile.

FOOTNOTES TO CHAPTER IX

¹J. R. Kidd, 18 to 80 Continuing Education in Metropolitan Toronto (Toronto: The Board of Education for the City of Toronto, 1961), p. 144.

²A. Cohen, J. S. Murray, C. Stuhr and E. N. Wright, Adult Education in Metropolitan Toronto, A Situation Report, (Toronto: The Board of Education for the City of Toronto, 1967), p. 61.

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APPENDIX A

4119 Aspen Drive West,
Edmonton, Alberta,
January , 1969.

Dear

I am undertaking a survey of Adult Education in Edmonton. The survey forms the basis of my thesis in graduate study at the University of Alberta and is being carried out under the supervision of Dr. F. C. Thiemann.

Adult Education includes those courses or programs that are available to adults and to young adults who have left regular and formal school. Such courses are provided in night school classes, in evening credit programs, in physical fitness and recreational programs, and in many Trade Schools, even during the day. A wide variety of opportunities is provided by numerous organizations and institutions in this city.

An Individual can obtain academic instruction which will enable him to get a High School Diploma, or he can learn to swim, play golf, dance, fix his car, or cook Chinese dishes.

However, there is a general lack of information that has been put together that provides a comprehensive statement, not only of the opportunities that exist, but of gaps in the programs.

Thus your co-operation in completing the attached questionnaire would be appreciated. The data collected will not be used to compare one organization with another nor will the names of organizations be identified in the thesis with specific responses.

The results of the survey will be made available to the Board of Post Secondary Education of the Department of Education. A summary will be forwarded to you on completion of the thesis.

It is requested that you complete the questionnaire as soon as possible as I must have the data in by February 15.

Thank you for your assistance.

Yours truly,

Leonard J.D. Garrett.

(ph. 434-1793 home)

432-3792 office

APPENDIX B

LETTER TO PROFESSIONAL ASSOCIATIONS AND VOLUNTARY ORGANIZATIONS

4119 Aspen Drive West,
Edmonton 73, Alberta,
January 30, 1969.

Dear Sir:

I am conducting a survey of adult education in Edmonton as my thesis requirement in graduate studies at the University of Alberta. The study is being carried out under the supervision of Dr. F. C. Thiemann of the Department of Educational Administration.

Many organizations and institutions conduct formal courses and programs for adults that are recognized as part of adult education. Other organizations have a variety of programs which involve their members in educationally worthwhile activity yet do not attach the adult education label to their programs. Such programs include forums, panels, guest speakers on specific subjects, film presentations, seminars, conferences, and vocational guidance projects. Any of these activities has the effect of stimulating thought as well as providing information to the participants.

Would you please assist me in my effort to provide a comprehensive view of what exists in Edmonton in various forms, in the way of adult education, by providing me with the following information?

1. A brief statement of the main purpose(s) of your organization.
2. The number of active participants in the organization.

3. What activities and programs do you provide in Edmonton that are of an educational nature?
4. Do you provide any programs to members of the public outside your organization? If so, can you provide me with some details with respect to when - where - what - and to whom such is provided?

Your co-operation in providing this information will be very much appreciated. It will enable me to fill a very significant gap in the story of adult education. It would help if the information requested could be returned to me in the enclosed self-addressed envelope by February 18.

Thank you for your assistance and consideration.

Yours sincerely,

Leonard J.D. Garrett.

APPENDIX C

QUESTIONNAIRE ON ADULT EDUCATION

Several questions can be answered by a simple check mark in the space provided beside 'yes' or 'no'. In some other instances a check mark beside an appropriate given response is required. There are several items, however, which call for a written description or names in order to determine the program of the particular institutions.

NAME of organization, institution, agency, or firm: _____

RE PROGRAMS AND COURSES:

1. Do you have a booklet or brochure outlining the program(s) and courses that you offer? Yes ___ No ___ (Check mark)
(If such a brochure is available please forward a copy with the completed questionnaire.)
2. Are diplomas or certificates given to those who successfully complete a course or a program? Yes ___ No ___.
3. If diplomas or certificates are given, please indicate in the spaces provided below, the courses and programs for which certificates are given, and the type of certificate.

Course or Program

Type of Certificate

4. Are students required to write examinations in order to pass a course? Yes ___ No ___.
5. Are practical examinations given where the student has to demonstrate his skill? Yes ___ No ___.

6. Who sets the examinations? Your instructors ____ Others ____
The Apprenticeship Board ____.

7. Are any courses being provided for the first time this year?
Yes ____ No. ____.

8. If new courses are provided this year please list them:

9. If there were courses offered last year that are not being provided this year, under the courses column below, list the courses that were not provided again this year; a number of possible reasons for not providing the course have been listed. In the space beside the courses column, place the letter of the reason for not providing the course which most accurately describes the situation.

<u>COURSE</u>	<u>REASON</u>	<u>POSSIBLE REASONS FOR NOT PROVIDING</u>
_____	_____	(a) Too few Students.
_____	_____	(b) No instructor available.
_____	_____	(c) Lack of sufficient equipment.
_____	_____	(d) Space needed for other courses.
_____	_____	(e) The course became obsolescent.
_____	_____	(f) The course was experimental last year and did not meet our expectations.
_____	_____	(g) Other reasons (specify).

10. Who decides what courses are to be provided in your organization?

11. Which of the following factors determine whether to provide a particular course, or not to do so? Check those that apply

to your organization.

REASONS WHICH INFLUENCE THE PROVISION OF A COURSE

- a. A large public demand for the course ____ (25 or more want it).
- b. An instructor wants to offer the course ____.
- c. The organization thinks there will be sufficient interest ____.
- d. Another agency requests that you provide such a course ____.
- e. No other agency is providing such a course. ____.
- f. Other reasons (specify) _____.

12. Is counseling available to your students? Yes ____ No ____.

RE FINANCING THE PROGRAMS:

1. What are the costs to the student for the different courses?

_____	_____	_____
_____	_____	_____
_____	_____	_____

(use the back of the page if more space is needed)

2. Are textbooks and supplies included in the fees charged the student? Yes ____ No _____. What is the value of these? \$ ____.
3. Is the cost of operating your program met by the fees charged the student? Yes ____ No ____.
4. Place a check mark beside any agency or source that is listed below, from which revenue is received that supports the courses and programs that your organization provides:
 - a. Government of Alberta grants _____
 - b. Financial assistance from Federal Manpower _____
 - c. A grant from the City of Edmonton _____

d. A grant from the United Community Fund _____

e. Other sources (please specify) _____

5. Are grants available to the students to assist them in meeting the costs of the program? Yes _____ No _____.

6. If grants are available to the student, what are the sources of these grants? _____

RE INSTRUCTORS:

1. How many instructors are employed, (a) full time? _____
(b) part-time? _____
2. How many instructors have professional teaching certificates? _____
3. How many instructors have Trade certification? (i.e. they are journeymen in the trade that they are teaching) _____.
4. How many instructors are neither certified teachers nor certified tradesmen, but are employed as instructors because of their knowledge and experience? _____.
5. How many hours do instructors instruct per day? _____ hrs.
per week? _____ hrs.
6. What is the rate of pay for instructors? _____ per hour
or _____ per week or _____ per course. Other _____.
7. Are supervisors employed? _____ Yes; _____ No.

RE FACILITIES

1. Does your organization have its own facilities? Yes _____ No _____.
2. Do you use facilities in different areas of the city? Yes _____
No _____.

3. Place a check mark beside any of the following facilities which your organization uses: Public schools _____; church halls _____; community league halls _____; recreation centers _____; other (specify) _____
4. Do you rent any facilities? Yes _____ No _____. If you do what facilities are rented? _____
5. Place a check mark beside each of the following types of facilities that you have and use for classes. In each case under 'number of students' indicate the number of students each facility will accommodate:

<u>FACILITY</u>	Check those you have	<u>NUMBER OF STUDENTS</u>
Standard classrooms	_____	_____
gymnasium	_____	_____
library	_____	_____
music room	_____	_____
drama theatre	_____	_____
art room	_____	_____
science labs.	_____	_____
swimming pool	_____	_____
home economics	_____	_____
shops	_____	_____
other (specify)	_____	_____
_____	_____	_____

6. Do you need additional facilities? Yes _____ No _____.
 7. If you do need more facilities, what are the specific needs?

8. Are your present facilities used to capacity? Yes _____ No _____.

RE STUDENTS

1. How many students are enrolled in your program this year? _____
2. What were the enrolments in each of the years: 1964-65 _____;
1965-66 _____; 1966-67 _____; 1967-68 _____.
3. How many students have dropped out of courses that you provide,
this year? _____.

GENERAL:

1. Listed below are a number of possible reasons for your organization providing programs and courses for adults. Place a check mark beside those which most accurately reflect the reasons for your organization:
 - a. ____ The organization has many good instructors.
 - b. ____ The organization has the necessary facilities.
 - c. ____ Courses are provided to supply a public need.
 - d. ____ There is a financial profit to be made.
 - e. ____ No one else is providing the same courses.
 - f. ____ The courses and programs are part of a national program.
 - g. ____ Other agencies have requested the organization to provide courses.
 - h. ____ Other (specify) _____.
2. If Public institutions offered the same courses or programs would you want to drop such courses and programs? Yes _____ No _____.
3. If you would not want to drop the courses, what reason(s) would you have? _____

4. Do you work with any other institutions in developing the programs that you offer? Yes_____ No_____. If you do, with whom do you work? _____
5. Do you consider that liaison with other institutions which provide similar programs is desirable? Yes_____ No_____.
Any comment: _____
6. Is there a need for co-ordination of the efforts of the different agencies and institutions that provide programs for adults? Yes_____ No _____. Any comment: _____

7. If there is a need for co-ordination, who should be asked to undertake the task? _____
8. Are there any Statutes, Acts, Regulations, or By-laws that regulate the programs, courses, or instruction that is provided? Yes_____ No_____. If there are, what Acts or Regulations?

9. What is (a) the smallest number of students for which a course or program will be offered? _____
(b) the largest number of students that is put into one class? _____
(c) the average size of classes in your institution? _____

Any additional comments that you wish to make would be appreciated.

THANK YOU FOR YOUR TIME, EFFORT, AND CONSIDERATION.

(YOUR PROGRAM BROCHURE WILL BE OF GREAT ASSISTANCE!)

APPENDIX D₁

LIST OF PUBLIC AGENCIES

LIST OF PUBLIC AGENCIES

Edmonton Public School Board Extension Division

Edmonton Separate School Board

University of Alberta, Department of Extension

Northern Alberta Institute of Technology, Extension Division

Petroleum Industry Training Service

Edmonton Parks and Recreation Department

Edmonton Public Library

Department of Education, Correspondence Branch

Province of Alberta, Cultural Development Branch

Alberta Emergency Measures Organization

Nurses Aides Training School

Laboratory and X-Ray Technicians School

Nursing Orderlies Training School

Alberta Vocational Training Centre.

APPENDIX D₂

LIST OF PRIVATE SCHOOLS
AND AGENCIES

LIST OF PRIVATE SCHOOLS AND AGENCIES

McKay Technical Institute
National Institute of Broadcasting
Ruby Sharon's School of Hair Design
Alberta College
Canadian Credit Institute
Ceramic Studio
Reading Dynamics
Simon Karate Schools
Edmonton Flying Club
Peggi Adams Agencies
Arthur Murray Dance Studios
Juillard Modelling
Vogue Models Ltd.
A.M.A. Driving Schools
Edmonton Driving School
AA - 1 Driving School
Master Driving School
Gateway Aviation Flying School
Appraisal Institute of Canada
Judy Kugler's Dancing Academy
Alex Olynk Golf School
Centennial Flying Services Ltd.
International Correspondence School
Wykers Floral Arts
Berlitz School of Language

APPENDIX D₃

LIST OF PROFESSIONAL AND
VOLUNTARY ORGANIZATIONS

LIST OF PROFESSIONAL AND VOLUNTARY ORGANIZATIONS(i) Professional

Alberta Federation of Labour
Alberta Federation of Agriculture
Alberta Association of Registered Nurses
Alberta Dental Association
Alberta Association of Architect
Alberta & Northwest Chamber of Mines
Alberta Hotel Association
Canadian Credit Men's Association
Canadian Manufacturer's Association
Civil Service Association of Alberta
College of Physicians and Surgeons of Alberta
Professional Engineers of Alberta
Society of Industrial and Cost Accountants
Alberta Aviation Council
Alberta Certified Nursing Aides Association
Alberta Land Surveyors Association
Edmonton & District Labour Council
Edmonton Real Estate Board

(ii) Voluntary

Alberta Council for Crippled Children and Adults
Fish & Game Association
Alberta Heart Foundation
Alberta Safety Council
Associated Commercial Travellers

Boy Scouts of Canada
Canadian Cancer Society
Canadian Diabetic Association
Canadian Mental Health Association
Canadian National Institute for the Blind
Canadian Youth Hostels Association
Catholic Information Center
Alberta Curling Association
Edmonton Horticultural Association
Edmonton Potters Guild
Family Service Association of Edmonton
St. John's Ambulance Association
Y.M.C.A.
Y.W.C.A.
Girl Guides of Canada
United Nations, Edmonton Branch
Edmonton Film Council
Community Planning Association
AASS Group Alcoholics Anonymous
Archdiocesan Adult Education Center

APPENDIX D₄

LIST OF REGISTERED
TRADE SCHOOLS

LIST OF REGISTERED TRADE SCHOOLS

Artistique Beauty College	10131 - 101 St.
Campus Barber College	112 St. & 87 Ave.
Chicago Vocational Training Corp.	12520 - 102 Ave.
Cosmetology Schools of Canada Ltd.	212 McLeod Bldg.
H & R Block's Basic Income Tax Course	10116 - 124 St.
Haymour Barber School	9685 Jasper Ave.
Henderson School of Commerce Ltd.	10130 - 101 St.
C.F. Lang Business Services Ltd.	10436 - 81 Ave.
McKay Technical Institute Ltd.	227 Tegler Bldg.
Marvel Beauty School	10355 - 82 Ave.
Marvel Hairdressing Schools Ltd.	10075 Jasper Ave.
Moler System of Barber Schools Ltd.	9669 Jasper Ave.
Moler System of Schools Ltd.	10265 - 97 St.
The Practical School of Commerce	9990 Jasper Ave.
The Professional Broadcasting Academy	10625B - 79 St.
Ruby Sharon's School of Hair Design	9921 - 101A Ave.
Victor Comptometer Ltd.	10732 - 124 St.
Wer-Mycs Beautyrama College	4008 - 118 Ave.

APPENDIX E

LIST OF COURSES AND PROGRAMS

OF

EXTENSION DIVISIONS

EDMONTON PUBLIC SCHOOL BOARDEXTENSION DIVISION

<u>COURSE</u>	<u>PRE-REQUISITE</u>
<u>General Interest Courses</u>	
Drawing and Composition	none
Oil Painting	none
Painting in Oils and Acrylics	some experience with oils
Watercolor	none
Commercial Art	none
Creative Writing - Fiction	none
Creative Writing - Non-Fiction	none
Conversational French - Beginners I	none
Conversational French - Beginners II	High School French
Conversational French - Intermediate	Beginners II
Conversational Spanish - Beginners	none
Conversational Spanish - Intermediate	Beginners Spanish
Defensive Driving	none
Dancing - Ballroom	none
Dancing - Beginners' Latin American	none
Dancing - Advanced Latin American	none
Floral Design - Beginners	none
Floral Design - Advanced	Beginners Floral Design
General Photography	none
Hunter Training	none
Investing in Stocks and Bonds	none
Modelling and Self-Improvement	none
Pottery	none
Reading Improvement	none
<u>Home Economics</u>	
Art of Chinese Cooking	none
Bishop Method of Clothing Construction- Beginners	none
Bishop Method - Intermediate	none
Bishop Method - Advanced	none
Cooking Demonstration and Participation	none
Dress Design and Pattern Alterations	none
Dressmaking - Beginners	none
Dressmaking - Intermediate	Beginners Dressmaking
Entertaining for the Modern Housewife	none
Fancy Cake Decorating	none
Garment Alterations	none
Hair Care and Beauty Treatment	none
Interior Design	none

COURSEPRE-REQUISITE

Tailoring
Workshop in Interior Design

must be experienced seamstress
none

Technical Courses

Automotives for the Layman
Automotives for the Layman
A Second Course
Building Maintenance and Custodial
Training
Electrical Code
Fourth Class Steam Engineering
Introduction to Electronics
Introduction to Blueprint Reading
Introductory Drafting
Two and Four Cycle Motors
Welding - Beginners
Welding - Intermediate
Woodwork

none
previous course
none
none
none
none
none
none
none
none
Beginners Welding
none

Courses Offered at Victoria, Jasper Place and Harry Ainlay CompositeHigh Schools

Prerequisites: Students 18 years of age or over or students who have obtained a High School Diploma need not present prerequisites. However, students should be certain that they have the necessary background to insure success in the subject area.

HARRY AINLAY C.H.S.COURSES

Mathematics 30
English 30
Typing 10
Typing Refresher

JASPER PLACE C.H.S.COURSES

Mathematics 30
Social Studies 30
Typing 10
Typing Refresher

VICTORIA C.H.S.COURSES

Junior H.S. English	Math 30 Prep. (10/20)
Junior H.S. Mathematics	Biology 20
English 10	Physics 20
Mathematics 10	Chemistry 20
Mathematics 12	French 20
Mathematics 15	Accounting 30
French 10	English 30
Biology 10	English 33
Physics 10	Social Studies
Chemistry 10	Mathematics 30
English 20	Mathematics 31
Mathematics 21	Mathematics 32
Mathematics 22	French 30
German 30	Ukranian 30
Chemistry 30	Physics 30
Biology 30	Art 30

Business Courses Offered at Victoria Composite High School

<u>COURSE</u>	<u>PRE-REQUISITE</u>
Business English	none
Forkner Shorthand	none
Shorthand Refresher - Pitman	none
Shorthand Refresher - Gregg	none
Typing Refresher	none
Basic English and Canadian Citizenship	
Basic Course	none
Advanced Course	completed previous course
Learn to Write	none
Junior High School English	completed the basic English program

NORTHERN ALBERTA INSTITUTE OF TECHNOLOGYEXTENSION DIVISIONCOURSEPRE-REQUISITECourses for Institute Credit

Air Conditioning & Refrigeration

Controls I

AR-3, AR-4, AR-5 and AR-6

Controls II

Controls I

Architectural

Architectural Design I

EG 100 or equivalent

Architectural Design II

AT 501

Architectural Design III

AT 601

Architectural Detailing I

EG 100 or equivalent

Architectural Detailing II

AT 410, AT 411

Architectural Detailing III

AT 610, AT 511

Architectural Detailing IV

AT 710, AT 711

Architectural Graphics I

EG 100 or equivalent

Architectural Graphics II

AT 410, AT 411

Architectural Graphics III

AT 510, AT 511

Architectural Graphics IV

AT 610, AT 511

Architectural Graphics V

AT 710, AT 711

Architectural History

AT 601

Architectural Presentation

Techniques I

EG 100 or equivalent

Architectural Presentation

Techniques II

AT 520

Basic Technical Mathematics

Entrance Requirements

Statics I

Basic Technical Math

Statics II

CT 111

Strength of Materials

CT 212

Business

Accounting BA 110

none

Accounting BA 111

Accounting BA 110

Accounting BA 112

Accounting BA 111

Accounting BA 120

Some knowledge of bookkeeping

Accounting BA 121

Completion of BA 120

Administrative Accounting BA 200

BA 121 or BA 112

Business Administration Programme

High School Diploma

Business Administration Post Diploma

Programme

Applied Arts Diploma

Secretarial Technology

High School Diploma

Civil

Asphalt Technology

CT 351

Basic Technical Mathematics

100 credits, B in Math 30 or 32

Concrete Technology

Basic Technical Math

Highway Technology I

CT 221, EG 101

Highway Technology II

CT 351

Hydraulics

CT 111

Municipal Technology II

CT 471, EG 100

COURSEPRE-REQUISITE

Municipal Technology III	General Entrance Requirements
Municipal Technology IV	CT 452, CT 654
Reinforced Concrete Design I	CT 212, CT 341
Reinforced Concrete Design II	CT 564
Soil Mechanics I	Basic Technical Math
Soil Mechanics II	CT 351, CT 111
Soil Mechanics III	CT 452, CT 111, EG 101
Specifications, Contracts & Inspection Methods	consent of instructor
Statics I	Basic Technical Math
Statics II	CT 111
Strength of Materials I	CT 212
Strength of Materials II	CT 341
Structural Analysis	CT 212, CT 442
Structural Design in Steel I	CT 212, CT 341
Structural Design in Steel II	CT 461
Structural Design in Wood	CT 212, CT 442
Survey Field Work	CT 221
Surveying Theory	Basic Technical Math
Triaxial Testing of Soils	CT 452
Chemistry	
Advanced Glassblowing	Completion of CHM 791
Advanced Inorganic Preparations Using High Vacuum Techniques	Completion of CHM 532
Basic Glassblowing	None
Biochemistry	CHM 652 or equivalent
Inorganic Qualitative Analysis	Chem 30 or equivalent
Inorganic Quantitative Analysis	Completion of CHM 431
Introduction to Organic Chemistry	Chem 30
Introduction to Water and Gas Analysis	Completion of CHM 532
Introductory Physical Chemistry	Gr. XII or industrial experience
Instrumental Analysis - Electro Analytical Chemistry	Entrance Requirements, Chem 30
Instrumental Analysis - Gas Chromatography	Entrance Requirements
Instrumental Analysis - Infrared - Spectrophotometry	Completion of CHM 761
Instrumental Analysis - Introductory Photometry	Completion of 1st year Chemical Technology
Instrumental Analysis - Nuclear Magnetic Resonance	High School Diploma with B in Chem 30 & Math 30 or 32
Instrumental Analysis - Polarography & Amperometry	Entrance Requirements or industrial experience
Instrumental Analysis - Ultraviolet Spectrophotometry	Completion of CHM 761 or industrial experience
Oil Chemistry	Gr. X or equivalent
Organic Analytic Chemistry	CHM 652 or equivalent
Stoichiometry	Chem 30
Construction	
Building Construction	High School Diploma or
Technologist Programme	Journeyman's Certificate

<u>COURSE</u>	<u>PRE-REQUISITE</u>
Drafting	
Architectural Drafting II	AT 631
Architectural Drafting III	EG 200
Basic Graphics I	None
Basic Graphics II	EG 100
Mechanical Drafting I	EG 100 & EG 200
Mechanical Drafting II	EG 640
Mechanical Drafting III	EG 740
Structural Drafting I	EG 200, Statics I, Statics II
Structural Drafting II	EG 650
Structural Drafting III	EG 850
Survey Drafting	EG 730
Topographic Drafting I	EG 200, Statics I, Statics II
Topographic Drafting II	EG 650
Topographic Drafting III	EG 850
Electronics	
AC Fundamentals and Lab	ET 111-112 or equivalent
Basic Digital Computer Theory and Lab	67 High School Credits
DC Fundamentals and Lab	B in Math 20, Science 20
Electronics I and Lab	ET 211-212
Electronics II and Lab	ET 321-322
Industrial Electronic Components	ET 321-322
Instruments Theory and Lab	ET 321-322
Pulse Theory and Lab	ET 321-322
Radio Communications and Lab	ET 321-322 or equivalent
Solid State Theory and Lab	ET 321-322
TV theory and Lab	ET 321-322
English	
Social Dynamics 70E	English 30 or equivalent
Technical Writing 40E	English 30 or 33
Technical Writing 50E	English 30 or 33
Technical Writing 60E	English 30 or 33
Exploration	
Crystallography	none
Elements of Geology	none
Structural Geology I	none
Gas	
Gas Measurement	none
Gas Analysis	none
Industrial Practices	
Engineering Measurement and Inspection I	A working knowledge of trigonometry is recommended
Engineering Measurement and Inspection II	Inspection I or equivalent
Machine Design	Theory of Machines
Machine Shop I	none
Machine Shop II	Machine Shop I or equivalent
Machine Shop III	Machine Shop I & II
Theory of Machines	none

COURSEPRE-REQUISITE

Instrumentation

Industrial Instrumentation I
 Industrial Measurements
 Instrument Maintenance I
 Instrument Measurements Lab
 Orifice and Valve Calculations

none
 IT 621 or 622 or equivalent
 IT 621
 IT 411-513 and IT 622
 Industrial Measurements

Materials

Advanced Metallurgy
 Basic Metallurgy
 Non-Destructive Testing I
 Non-Destructive Testing II
 Testing of Engineering Materials

MT 221
 none
 none
 none
 none

Mathematics

Technical Math 10M
 Technical Math 21M
 Technical Math 40M
 Technical Math 41M
 Technical Math 50M
 Technical Math 51M
 Technical Math 60M
 Technical Math 70M
 Technical Math 80M

none
 Technical Math 10M
 Math 21M, Math 30 or 32
 none
 Math 40M
 Math 30 or 31 or equivalent
 Math 50M, Math 31 or 32
 Math 60M, or Math C2 or C1
 Math 70M, Math C3 or C4

Physics

Advanced Electricity & Magnetism
 Advanced Mechanics
 Basic Mechanics
 Heat & Basic Electricity
 Modern Physics
 Sound & Light

Heat and Basic Electricity 21P
 Basic Mechanics 10P
 Gr. 11 algebra or equivalent
 Basic Mechanics 10P
 Advanced Mechanics 40P
 Physics 30 or 32

Radio and T.V. Arts

Radio Writing
 Television Writing
 Visual Communications

none
 none
 none

Social Services

Normal Growth and Social Environment
 Social Services :
 Philosophy
 Problems and Resources
 Welfare Practices I

for those in the field

 for those in the field
 for those in the field
 for those in the field

Surveying

Photogrammetry I
 Photogrammetry II
 Survey Drafting
 Survey Theory I
 Survey Theory II
 Topographic Drafting II

none
 ST 430
 EG 530 and ST 430
 Entrance requirements
 ST 100
 EG 100

Telecommunications

Binary and Boolean Math
 Common Control Switching

none
 D.D.D. TCT 745/6

COURSEPRE-REQUISITE

Direct Distance Dialing
 Switching I and Power
 Switching II
 Switching Circuits and Logic Design I

Switching I
 TCT 613E
 Switching I
 TCT 481 or equivalent

Non-Credit Courses

Air Conditioning & Refrigeration

Air Conditioning I
 Air Conditioning II
 Refrigeration I
 Refrigeration II

Gr. 11 preferred
 Air Conditioning I
 Gr. 11 preferred
 Refrigeration I

Art

Advanced Design
 Advanced Life Drawing & Painting
 Advanced Oil Painting
 Basic Life Drawing
 Design and Color
 Drawing
 Fundamentals of Painting
 Water Color

Design & Color
 03 or equivalent
 03 or equivalent
 01 or equivalent
 none
 none
 01 and 02 or equivalent
 01 and 02

Automotive/Diesel

Automotive

Alternator Charging Systems
 Oscilloscope Testing of Ignition
 Service Station Salesman

Journeyman
 Journeyman
 none

Diesel

Basic Diesel Mechanics
 Diesel Fuel Injection and Diesel
 Engine Testing
 Heavy Duty Equipment Hydraulics
 Heavy Equipment Electrical and
 Carburetion Systems

none
 2 yrs. in either Automotive
 or Heavy Duty trade
 same as above
 same as above

Business Education

Advanced Selling and Sales
 Advertising
 Barbering & Hair Styling
 Basic Salesmanship
 Beauty Culture Upgrading
 Briefhand
 Business Machines
 Cobol Programming I
 Cobol Programming II
 Credit and Collection
 Effective Speaking
 English B-I
 English B-II
 Home Management
 Income Tax Procedures in Business
 Interior Design

Basic Salesmanship
 none
 Certificate in Barbering
 none
 Certificate in Beauty Culture
 none
 none
 none
 DP 205 or equivalent
 DP 210
 none
 none
 none
 English B-I
 none
 none
 none

<u>COURSE</u>	<u>PRE-REQUISITE</u>
Intermediate Typing	30 w.p.m.
Introduction to Computers	none
Introduction to Fortran for Commercial Use	DP 205 or equivalent
Keypunch	Gr. 11 plus 40 w.p.m.
Pitman Shorthand for Beginners	none
Pitman Shorthand Refresher	none
Public Relations I	none
Public Relations II	Public Relations I
Purchasing	none
Real Estate	none
Systems Analysis I	DP 215 or equivalent
Systems Analysis II	DP 300 or equivalent
Typing Beginners	none
Voice Improvement	none
Construction	
Basic Construction Techniques	none
Carpentry Upgrading	Gr. IX
Homeowner's Painting and Paperhanging	none
Introduction to Building Construction Estimating	Successful completion of an entrance test in aptitude and math
Introduction to Commercial Signwriting	Artistic Ability
Journey Painting and Decorating I	none
Journey Painting and Decorating II	none
Sculpture and Clay Modelling	none
Drafting	
Pressure Vessel and Storage Tank Design	Diploma in Drafting or equivalent
Electrical	
Basic Electronics	Previous course in DE & AC
Basic Transistors	Basic electronics
Construction Electrical upgrading	Proficiency Certificate
Electrical Construction Estimating	Journeyman Electrician
Electricity I	Algebra and Trig preferred
Electricity II	Electricity I or equivalent
Industrial Electronic Controls	Basic electronics
Static Switching and Logic Circuits	same as above
Electronics	
Amateur Radio (Advanced)	Amateur Licence
Amateur Radio (Basic)	none
Color Television Theory	Knowledge of T.V. circuitry
Electronics I	Gr. 10
Electronics II	ET 100 or equivalent
English	
Engineering Economics & English Part IV	none
Exploration	
Prospecting for Minerals	none
Food Service	
Advanced Salads and Buffet	Fancy Salads and Sandwiches
Baking Theory I - Yeast Goods	In Food Industry

COURSEPRE-REQUISITE

Baking Theory II-Cake & Pastry	In Food Industry
Basic Cake Decorating with Piping Tube	same as above
Cake and Pastry Production Techniques	same as above
Continental Cookery	Experience in food prep.
Decoration of Cakes and Pastries	In Food Industry
Fancy Salads and Sandwiches	none
Food sales and service (Host-Hostess)	at least 6 mos. in industry
Pie Production techniques	In Food Industry
Foremanship and Supervisory Training	
Administrative Controls	none
Mathematics for Foreman	none
Production Technology	Work Study Analysis
Supervisory Practices	none
Work Study Analysis	Administrative Controls
Gas	
Gas Processing Plant Operations	For gas personnel
Correspondence Course	
Industrial Practices	
Die Making Basic Part I	Journeyman's Machinist Ticket
Die Making Basic Part II	Die Making Part I
Millwrights I	1 yr. in trade
Millwrights II	3 yrs. in trade
Numerical Controlled Machine Tools	Familiar with machine tools and be able to read blueprints
Mathematics	
Technical Math 61M	Math 30
Mathematics (Tradesmen's)	
Advanced Tradesmen's Math	Math 10
Basic Tradesmen's Math	none
Concrete Forms	Journeyman Carpenter
Intermediate Tradesmen's Math	Gr. IX
Mathematics for the Electrical Trades	Tradesmen's Math
Photography	
Advanced Black and White Photography	none
Basic Colour Printing	none
Black and White Print Control	none
Camera Control	none
Piping Trades	
Basic Blueprint Reading for the Piping Trades	Preference given to those in the Piping Trades
Boiler Controls	Basic Gas Controls
Gas Controls Basic Course	4 yrs. experience in Pipe Trades
Gasfitting-Upgrading	Associated with Pipe Trades
Plumbing-Upgrading	4 yrs. experience in the field
Soldering and Brazing	none
Steamfitting-Upgrading	4 yrs. experience in the field
Plastics	
Processing and Application of Plastic Materials	Gr. 12 Math, Credit in Chem or Physics

<u>COURSE</u>	<u>PRE-REQUISITE</u>
Power Engineering	
Applied Mechanics	Third Class Certificate
A.S.M.E. Codes of Boilders and Pressure Vessels	Same as above
Automatic Controls and Gas Processing	Same as above
Electricity	Same as above
Heat Engines	same as above
Power Engineering (Third Class)	4th Class
Radio and T.V. Arts	
Educational Television Laboratory	none
Sewing	
Commercial Patterns	none
Advanced Dressmaking S-6	S-5
Basic Dressmaking S-4	none
Intermediate Dressmaking S-5	S-4
Pattern Drafting and Applied Dress Design S-7	none
Pattern Drafting	none
Advanced Sewing S-3	S-2
Basic Sewing S-1	none
Fashion Sketching S-11	none
Intermediate Sewing S-2	S-1
Klondike Sewing Course	none
Pattern Drafting and Design Course	Refresher Course for previous students
Sheet Metal	
Pattern Development	none
Surveying	
Photogrammetry III	Photogrammetry II
Photogrammetry IV	Photogrammetry III
Principles of Legal Surveying	ST 200
Telecommunications	
Carrier	Math 10M, Basic Electricity
	Basic Electronics or equivalent
Telecommunications Transmission	same as above
Welding	
Aluminum Welding	2nd Class Journeyman
Beginners Oxy-Acetylene Welding	Gr. 9 or equivalent
Downhand Pipe Welding	2nd Class Journeyman
Electric Welding	Gr. 9 or equivalent
First Class Journeyman to "B" Pressure	Alta. 1st Class Journeyman
Low Hydrogen F-4	"B" Pressure Certificate
M.I.G. Welding	2nd Class Journeyman
Pattern Development and Blueprint Reading for Welders and Fitters	Experience in welding and associated areas
Pre-Test Tune-Up	"B" Pressure Certificate
Second Class to First Class Journeyman	Alta. 2nd Class Journeyman
T.I.G. Welding	"B" pressure
T.I.G. Welding - Extension	same as above

THE UNIVERSITY OF ALBERTADEPARTMENT OF EXTENSION

<u>COURSE</u>	<u>PRE-REQUISITE</u>
Modern Languages and Literature	
Creative Writing	none
Voice Production and Speech Training	none
Twentieth Century Poetry	none
Chaucer and His World	none
Polish Literature of the Twentieth Century	none
Oral French I	none
Oral French II	French I
Oral French III	High School French
Conversational French I	same as above
Conversational French II	French I
Conversational French III	previous courses
Conversational German I	none
Conversational German II	German I
Russian for Beginners	none
Conversational Spanish I	none
Conversational Spanish II	Spanish I
Ukrainian for Beginners	none
Senior Oral French (Red Deer)	Conversational French course or 1st year University French
Elementary Oral French (Red Deer)	none
Philosophy and Religion	
Faces of Conflict	none
Power, Authority, and I	none
Tradition and Crisis - Contemporary Jewish Theology	none
Science	
Theory and Practice of Physical Fitness in Men	none
Archaeology Summer Course	none
New Math for Parents	none
Creative Teaching of Mathematics	none
Social Sciences	
Reading Efficiency Laboratory	none
Policy Making in Crime and Delinquency: Implications of Contemporary Research	none
Challenge for Youth	none

<u>COURSE</u>	<u>PRE-REQUISITE</u>
Workshop-Lab in Community Leadership Development	none
Rural Leadership Conference	none
Rural Leadership Techniques Course	Candidates with rural back-grounds who are actively involved as leaders in community and farm organizations
Small Group Leadership Communication in Supervision	none for persons with supervisory responsibility
Interviewing	none
Supervision and Leadership in the Hospital	for persons with supervisory responsibilities in hospitals
Your Emotions and You	none
Creativity	none
Child Growth and Development	none
Male-Female Communications	none
Human Factors in Management and Supervision	none
Laboratory for Educational Leaders	Administrator, supervisor teacher, specialists, etc.
Human Relations Training Institutes	none
Counselling	for those often approached for advice or help
Psychology of Human Behavior	none
Focus '68-69	none
Retirement Planning - Study Discussion	open to anyone over 30.
Preschool Programs	none
Home Economics	
Home Economics Today	Refresher course for grads.
Interior Design	none
Home Management	none
A Planned Program of Study	
Man and Society	none
Scientific Inquiry	none
Understanding the Arts	none
Fine Arts	
What to Listen for in Music	none
The Basis of Music	none
Plays and Stagecraft Notes	none
Composition I - Painting & Design	none
Drawing I - Basic	none
Drawing & Painting I - Basic	none
Composition II - Design & Color	Composition I
Drawing II - Life	Drawing I

<u>COURSE</u>	<u>PRE-REQUISITE</u>
Painting II	Drawing & Painting I
Painting II - Life & Portrait	same as above
Composition III - Advanced Painting	Composition II
Drawing III - Advanced	Drawing II
Painting III - Techniques	Painting II
Painting III - Advanced Life & Portrait	Painting II - Life & Portrait
Design III - Three dimensional	Composition II
Printmaking	none
Ceramics I - Basic	none
Ceramics II	Ceramics I
Ceramics III - Advanced	Ceramics II
Looking at Art	none
Business and Technical	
Certificate in Local Government	The Certificate pattern in Local Government required the completion of four courses.
Certificate in Municipal Assessment	The Certificate Program is a three year course.
Certificate in Public Administration	Designed to meet the need for training of civil servants in Administration.
Certificate Course in Real Estate	Open to any adult who meets admission requirements.
Management Development Certificate Program	Open to both men and women with positions of higher responsibility in management.
Certificate in Personnel Administration	For people in the personnel field.
The Institute of Canadian Bankers Certificate Program	For staff members of Canadian Chartered Banks
Other Business or Technical Education	
Sales Management	none
Merchandising Administration	none
Managing Investments	none
Statistics for Businessmen	none
Supervisory Techniques	none
Office Management and Control	for managers and supervisors
Estate Planning for Businessmen	for Business executives
Contract Law for Businessmen	none
A First Look at Computers - for Scientific and Engineering Personnel	none
Fundamentals of Computer Programming for Scientific and Engineering Personnel	none
A First Look at Commercial Computing	none
Commercial Computer Programming	Business experience desirable
Intorduction to Operations Research	none

COURSEPRE-REQUISITE

Seminar on the Principles of Designing
Optimal Inventory and Production
Systems

Value to individuals
concerned with production
systems.

Professional

Education

Continuing Professional Education for
Teachers
Preparation of Instructional Materials
Audio-Visual Communication Workshop
Photo and Photomechanical Processes
Food Service and Layout and Design

Law

Continuing Legal Education
Common Law
Oil and Gas Law
Government Regulations of Oil and Gas

Engineering

Fundamentals of Computer Programming
for Engineers
Contract Law for Engineers
Structural Steel Design
A First Course in Mathematics for
Engineers
A Second Course in Mathematics for
Engineers
Seminar on Labour Relations for
Engineers
Solid State Circuit Design
Elements of Geodesy
Introduction to Control Systems Theory
Statistics for Engineers
Critical Path Methods
Short Course in Airphoto Interpretation

Geology

National Conference on Earth Science
Introduction to Sedimentation and Stratigraphy
Prospecting I
Prospecting II

Agriculture

Fundamentals of Farm Bookkeeping
Pesticides Home Study Course
Western Canadian Farm Leaders' Conference
Cattlemen's Course
Feed Industry Conference

COURSE

PRE-REQUISITE

Agriculture

Horticultural Week
Refresher Courses for Professional Agrologists
Home Gardening Course
A Study of Alberta Soils
Aerial Photos for Land Classification

APPENDIX F

PERTINENT SECTIONS

OF

STATUTES AND REGULATIONS

PERTINENT SECTIONS OF STATUTES

BRITISH NORTH AMERICA ACT, 1867VI. DISTRIBUTION OF LEGISLATIVE POWERSEDUCATION

93. In and for each Province the Legislature may exclusively make Laws in relation to Education, subject and according to the following provisions:
- (1) Nothing in any such Law shall prejudicially affect any Right or Privilege with respect to Denominational Schools which any Class of Persons have by Law in the Province at the Union:
 - (2) All the Powers, Privileges, and Duties at the Union by Law conferred and imposed in Upper Canada on the Separate Schools and School Trustees of the Queen's Roman Catholic Subjects shall be and the same are hereby extended to the Dissentient Schools of the Queen's Protestant and Roman Catholic Subjects in Quebec:
 - (3) Where in any Province a System of Separate or Dissentient Schools exists by Law at the Union or is thereafter established by the Legislature of the Province an Appeal shall lie to the Governor General in Council from any Act or Decision of any Provincial Authority affecting any Right or Privilege of the Protestant or Roman Catholic Minority of the Queen's Subjects in relation to Education:
 - (4) In case any such Provincial Law as from Time to Time seems to the Governor General in Council requisite for the due Execution of the Provisions of this Section is not made, or in case any Decision of the Governor General in Council on any Appeal under this Section is not duly executed by the proper Provincial Authority in that Behalf, then and in every such Case, and as far only as the Circumstances of each Case require, the Parliament of Canada may make remedial Laws for the due Execution of the Provisions of this Section and of any Decision of the Governor General in Council under this Section.

CHAP. 94

1. This Act may be cited as the ADULT OCCUPATIONAL TRAINING ACT.

INTERPRETATION.

2. In this Act,
- (a) "manpower officer" means an officer of the Department of Manpower and Immigration designated by the Minister;
 - (b) "Minister" means the Minister of Manpower and Immigration;
 - (c) "occupational training" means any form of instruction, other than instruction designed for university credit, the purpose of which is to provide a person with the skills required for an occupation or to increase his skill or proficiency therein;
 - (d) "Occupational training course" means a course of occupational training that provides not more than fifty-two weeks of full-time instruction or 1,820 hours of part-time instruction; and
 - (e) "occupational training facilities" means buildings and physical plant, machinery and equipment used for occupational training.

PART I.

OCCUPATIONAL TRAINING

3. In this Part,
- (a) "adult" means a person whose age is at least one year greater than the regular school leaving age in the province in which he resides; and
 - (b) "adult eligible for a training allowance" means an adult who
 - (i) has been a member of the labour force substantially without interruption for not less than three years, or
 - (ii) has one or more persons wholly or substantially dependent upon him for support.
4. (1) Where an adult who has not attended school on a regular basis for at least twelve months informs a manpower officer that he wishes to undertake occupational training, the manpower officer may, subject to subsection (2), arrange for the enrolment of that adult in any occupational training course that will, in the opinion of the manpower officer, provide training suitable for that adult and increase his earning capacity or his opportunities for employment.

(2) A manpower officer shall arrange for the enrolment of an adult described in subsection (1) only in an occupational training course that is operated by the province in which that adult resides or by a provincial or municipal authority in the province, unless there is no such course suitable for that adult being offered at or in the vicinity of the place of residence of that adult, in which he may be enrolled.

(3) Where the Minister and the government of a province have established a joint committee as provided for in section 13 to assess manpower needs in that province, each manpower officer in that province shall, in forming his opinion as to whether an occupational training course will increase the earning capacity or opportunities for employment of an adult described in subsection (1), take into account any reports or recommendations made by that committee.

5. (1) The Minister may enter into a contract with any province to provide for the payment by Canada to the province of the costs incurred by the province or a provincial or municipal authority in the province in providing training in an occupational training course operated by the province or the provincial or municipal authority to adults whose enrolment therein was arranged by a manpower officer.

(2) The Minister may enter into a contract with any province to provide for the payment by Canada to the province of the costs incurred by the province or a provincial or municipal authority in the province in providing training in an occupational training course for apprentices operated by the province or the provincial or municipal authority to adults whose enrolment therein was not arranged by a manpower officer.

(3) Where, pursuant to section 4, a manpower officer arranged for the enrolment of an adult described in that section in an occupational training course that is not operated by a province or by a provincial or municipal authority in a province but that is approved by the government of the province in which the course is operated, the Minister may authorize the payment of such charges for tuition or otherwise for the training of that adult in the course as are provided for by the regulations.

6. (1) Subject to subsection (2), the Minister may enter into a contract with any employer operating or undertaking to operate an occupational training course for the training of adults employed by the employer to provide for the payment by the Minister to the employer of the costs incurred by the employer, as specified in the contract, in providing training in the occupational training course to those adults.

(2) The Minister shall not enter into a contract with an employer described in subsection (1) in respect of the training

of adults employed by that employer that is training on the job or in skills useful only to that employer, unless he is satisfied that such training is necessary because of technological or economic changes affecting that employer that would otherwise result in loss of employment by the adults being trained or to be trained in the course.

(3) The Minister may enter into a contract with any employer who has arranged for the training of adults employed by him in an occupational training course that is not operated by the employer, to provide for the payment to that employer of the costs incurred by him, as specified in the contract, in providing training in the occupational training course to those adults.

(4) The Minister shall not enter into a contract under this section with any employer described in subsection (1) or (3) unless he is satisfied that the content of the occupational training course described in that subsection has been the subject of consultation by the employer with the government of the province in which the course is operated or to be operated.

TRAINING ALLOWANCES

7. Subject to section 8, the Minister may pay to every adult who
- (a) is being trained in an occupational training course described in subsection (2) of section 5 or an occupational training course in which his enrolment was arranged by a manpower officer, and
 - (b) is an adult eligible for a training allowance, a training allowance related to the family circumstances and living costs of that adult.

LOANS TO PROVINCES

11. (1) The Minister may, subject to regulations made by the Governor in Council, enter into an agreement with any province to provide for the making of loans to the province for the purpose of assisting the province or a provincial or municipal authority in the province to purchase or construct occupational training facilities that will be used to provide training to adults in occupational training courses of a kind specified in the agreement.

THE SCHOOL ACT

with amendments up to an
including 1968

NIGHT CLASSES

397. (1) The board of a non-divisional district or of a division may appoint a teacher and make the necessary arrangements at the expense of the district or division for the maintenance of a night school.

(2) If an inspector or superintendent of schools recommends the establishment of a night school in a district and the board operating the school therein has failed to establish a night school, the Minister may direct the board to open and maintain a night school in the district for such period as he determines.

(3) If the night school is kept open for at least one month, the board may charge a pupil a fee not exceeding three dollars for each month or portion of a month in which he is in attendance.

(4) A board maintaining a technical school or special classes in the vocational or technical electives of the junior and senior high school or other approved vocational courses may charge such fees for night classes as may be approved by the Minister.

THE DEPARTMENT OF EDUCATION ACT

5. The Department shall have the control and management of all kindergarten schools, public and separate schools, technical schools, commercial schools and teachers' institutes, and the education of deaf, deaf mute and blind persons.

7. The Minister with the approval of the Lieutenant Governor in Council

(a) may make regulations

- (i) for the classification, organization, government examination and inspection of all schools,
- (ii) for the construction, furnishing and care of school buildings and the arrangement of school premises,
- (iii) for the examination, licensing and grading of teachers and for the examination of persons who wish to possess certificates of having completed courses of study in any school,
- (iv) for the management of teachers' reading courses, teachers' institutes, conventions, musical festivals and school fairs, and
- (v) for the definition, control and licensing kindergartens other than kindergartens operated by school boards pursuant to "The School Act,"

(b) may authorize text and reference books for the use of the pupils and teachers in all schools as well as such maps, globes, charts and other apparatus or equipment as is required for giving proper instruction in such schools,

(c) may prepare a list of books suitable for school libraries and make regulations for the management of such libraries,

(d) may make due provision for the training of teachers,

(e) may provide by contract or otherwise

- (i) for the printing and publishing, or for the supplying or furnishing, of all text and reference books for the use of the public school pupils and teachers in the schools and institutions in the Province under the control and management of the Department, and

- (ii) for the supplying and furnishing of all such maps, globes, charts and other apparatus or equipment as is required for giving proper instruction in such schools or institutions,
- (f) may operate one or more technical institutes providing vocational instruction,
- (g) may provide for instruction by correspondence in elementary, high school and vocational subjects,
- (h) may establish and provide for the operation of one or more schools, institutes or facilities for the education and training of handicapped persons, and
- (i) may establish a board or committee for the purpose of advising the Minister and the universities and other institutions of higher learning in the programs of study of the schools and those of the universities and other institutions of higher learning.

8. (1) In this section "private school" means a school other than a school as defined in section 2 that offers or purports to offer instruction in courses established by the Department or courses substantially the same.

(2) The Lieutenant Governor in Council may make regulations governing the establishment, operation and supervision of private schools including private schools offering instruction by way of correspondence courses.

(3) No person shall operate a private school until it has been approved by the Minister.

(4) A person violating the provisions of subsection (3) is guilty of an offence and liable on summary conviction to a fine of not less than \$25 nor more than \$200.

12. The Minister

- (a) may suspend or cancel for cause any certificate granted under the regulations of the Department,
- (b) may appoint a person to call any school meeting required to be held under "The School Act" when there is no person authorized to call such meeting or when the person so authorized neglects or refuses to act,
- (c) may require any person who has not reached the full age of 18 years, or his or her parents or guardian or employer to furnish the board of any school district or any divisional board with such information regarding his educational attainments and occupation as may be

from time to time required by the Department of Education,

- (d) may make such provision, not inconsistent with "The School Act," as is necessary to meet exigencies under its operation, and
- (e) may, with any person or corporation, enter into any contract that is necessary or advisable in carrying out the provisions of any Act relating to schools or teachers.

THE SCHOOL GRANTS ACT

2. The Minister may, with the approval of the Lieutenant Governor in Council, make regulations for the apportionment and distribution of all money appropriated by the Legislative Assembly for the purpose of making grants towards the support of elementary and secondary education.

3. The regulations may provide for the payment of grants to any or all school districts and school divisions.

3a. Notwithstanding anything contained in this Act, the regulations may provide for the payment into the School Foundation Program Fund established under section 304a of "The School Act" of the money available for grants payable under this Act to those school boards that are entitled to receive payments from that Fund and such money may be paid out of that Fund in accordance with the regulations governing that Fund.

4. The regulations may provide for the payment of grants for the purpose of or to assist in carrying out any or all of the following purposes:

- (a) the operation of elementary and secondary schools;
- (b) the provision of school buildings;
- (c) the payment of bonuses to teachers;
- (d) the provision of books and equipment;
- (e) the provision of special services, including health services, supervisors of instruction, kindergartens, classes for handicapped children, technical, commercial, home economics or other special subjects of instruction, and night classes;
- (f) the provision of conveyance for pupils;
- (g) the operation of a junior college pursuant to "The Public Junior Colleges Act;"
- (h) the operation of a private school approved pursuant to "The Department of Education Act" and providing either elementary or secondary education or both.

THE UNIVERSITIES ACT

15. (1) Except as otherwise provided in this Act, a board has the management and control of the university and of the property, revenues, business and affairs thereof and in particular but without restricting the generality of the foregoing a board is empowered

- (c) after consideration of the recommendations of the general faculty council, if any, to provide for the establishment of faculties, schools, departments, chairs, programs of instruction and such other activities as the board considers necessary and advantageous,
- (d) to determine, subject to the approval of the Universities Commission, fees for instruction and determine such other fees as the board considers necessary,

(2) It is a duty and function of each university to contribute to the educational and cultural advancement of the people of Alberta at large and a board may

- (a) establish and provide programs, services and facilities to carry out those purposes, and
- (b) co-operate with any other institution, body or person for the establishment and provision of such programs, services and facilities,

in such manner as the board considers proper.

26. A board shall not incur any liability or make any expenditure for the purchase of land or the erection of buildings or for any other purpose

- (a) unless the liability or expenditure can be provided for out of the annual income of the year or out of other moneys available for the purpose, or
- (b) unless the liability or expenditure is approved by the Universities Commission.

32. For each university there shall be a general faculty council consisting of

- (a) the following ex officio members
 - (i) the president, who shall be chairman,
 - (ii) the vice-presidents,
 - (iii) the dean of each faculty,

- (iv) the director of each school,
- (v) the director of extension, or if none, the officer exercising comparable functions, and
- (vi) the chief librarian,
- (vii) the registrar,

34. (1) Subject to the authority of the board, a general faculty council is responsible for the academic affairs of the university and in particular, but without restricting the generality of the foregoing, the general faculty council is empowered to

- (b) consider and make decisions on the reports of the faculty councils as to the courses of study in the faculties,
- (c) determine all courses of study to which clause (b) does not apply and which are to be offered by the university for credit toward the requirements for any degree or diploma,
- (1) recommend to the board the establishment of faculties, schools, departments, chairs and courses of instruction in the university in any subject that the council thinks fit,

THE PUBLIC JUNIOR COLLEGES ACTProvincial Board of Post-Secondary Education

2a. (1) There is hereby established a board with the name the Provincial Board of Post-Secondary Education which shall consist of

- (a) a chairman, and
- (b) such number of other members as may be determined by the Lieutenant Governor in Council.

(2) The Minister shall appoint an official of the Department of Education as the Chairman of the Provincial Board.

(3) The other members of the Provincial Board shall be appointed by the Minister to hold office for a term of three years.

(4) The Provincial Board shall

- (a) advise the Minister on all matters related to the administration of this Act,
- (b) review and co-ordinate the work of the junior colleges,
- (c) study provincial needs in the post-secondary field and make recommendations to the Minister,
- (d) advise on matters of financial support for junior colleges, and
- (e) arrange for affiliation between junior colleges and universities through consultation and agreement with Co-ordinating Council.

Establishment of Junior Colleges

3. Junior colleges may be established and operated pursuant to this Act for the purpose of

- (a) teaching subjects of university level not higher than the level commonly accepted for the first year beyond matriculation into a university in a course leading to a bachelor's degree,
- (b) teaching with the approval of the Provincial Board in consultation and agreement with the Co-ordinating Council, subjects in a course of study for a year other than the first year beyond matriculation into a university, and

- (c) teaching other subjects of a general or vocational nature in accordance with regulations established by the Lieutenant Governor in Council on the advice of the Provincial Board.

Finance

30. The revenues of a college board shall be derived from
- (a) grants that may from time to time be made available to it by the Government of Canada or by the Government of the Province,
 - (b) gifts or grants of lands, moneys or securities from any source,

Admission of Students

34. A college board shall, so far as it is within the power of the board, provide
- (a) courses of study for students who require one year of university training beyond matriculation into a university,
 - (b) day courses of a general or vocational nature,
 - (c) evening courses of an academic, vocational, cultural or practical nature, and
 - (d) short courses or institutes to meet the needs of special interest groups.

THE TRADE SCHOOLSREGULATION ACT

2. In this Act,

(c) "trade school"

(i) means any school or place wherein any trade, occupation, calling or vocation is taught or purported to be taught, or wherein any course of study of a trade is, by correspondence course, organized, promoted, carried on, taught or purported to be taught by any person, body corporate or association of persons whether incorporated or not, but

(ii) does not include

(A) A university recognized by the Department of Education

(B) a school or course of instruction maintained under any other Act of the Legislature,

(C) any school teaching public or high school courses and approved by the Department of Education, or

(D) any school or course of tuition exempted by the Lieutenant Governor in Council.

3. No person shall keep or operate or conduct any trade school in the Province unless he is registered pursuant to this Act.

4. Every person desirous of carrying on or commencing the keeping or operating of a trade school in the Province shall make application for registration in writing to the Minister, in such form and with such particulars as the Minister may prescribe in respect of the trade school.

11. (1) No person shall hold himself out as an agent of a trade school, or canvass, negotiate or solicit any contract for the purchase or sale of any course of study of a trade school, unless it is registered under this Act.

(2) Any person who contravenes this section is guilty of an offence and liable on summary conviction to a fine of not more than two hundred and fifty dollars, and in default of payment, to imprisonment for a term of not more than three months.

General

15. The Lieutenant Governor in Council may make regulations
- (a) prescribing for any trade the minimum number of hours of instruction that will constitute a course of instruction in that trade,
 - (b) prescribing the maximum fees that are to be paid for a course of instruction in any trade,
 - (c) prescribing the terms and conditions upon which money paid for or on account of instruction in any trade school is to be either retained by the payee or is to be repayable to the payer,
 - (d) designating any calling or vocation as a trade within the meaning of this Act,
 - (e) prohibiting the use of any advertising relating to any trade school and that may tend to mislead, any requiring the discontinuance of any specified advertisement or means of advertisement by the keeper or operator of any trade school,
 - (f) providing that no certificate, diploma or other document as to competency of any person, or as to his membership in any trade school or organization in connection therewith is to be issued unless the person has submitted himself to such examination as may be prescribed by the regulations, and prescribing fees for the examination and certificate,
 - (g) generally, as to the conduct, operation and management of trade schools, and the nature of any examinations for certificates of competency, the manner, times and places of holding examinations, and the persons who are to sit as examiners,
 - (h) requiring security to be provided by the keeper or operator of any trade school for the due performance of his contracts with students, in such form and in such amount as the Minister, subject to the regulations, may determine,
 - (i) prescribing the accommodation and equipment required by trade schools and the means of instruction to be used,
 - (j) prescribing the amount that may be asked, charged or received from the public

- (i) for any article produced entirely or in part in any trade school, or
- (ii) for the material used by or for the services of any employee or student of the trade school,
- (k) limiting the number or amount of articles, goods or commodities produced in any trade school so that the school will not compete unfairly with the production of similar articles, goods or commodities in any factory or shop,
- (l) fixing the times during which the public may obtain service in any trade school,
- (m) fixing the fees that are to be payable on applications for registration or renewal of registration under this Act,
- (n) exempting any trade or trade school from the operation of this Act and the regulations,
- (o) regulating the selling or offering for sale of any courses of instruction offered by a trade school,
- (p) prescribing the terms and conditions upon which an agent or representative of a trade school may be registered,
- (q) prescribing the form of all certificates, diplomas or other documents as to the competency in any trade of any person, and the conditions upon which the document may be granted, and prohibiting the use of any certificate, diploma or other document not so prescribed,
- (r) providing for the making of annual returns, and the furnishing of information to the Minister by the keepers and operators of trade schools,
- (s) prescribing the privileges, terms, conditions, limitations and restrictions, to be granted to or observed by any licensee, and
- (t) generally as to the conduct, operation, management, standards of education, and all matters relating to the security of the interests of the student and the public for the better carrying out of the intent of this Act.

An Act to Promote the Cultural Development of Alberta

3. In order to promote, encourage and co-ordinate the orderly cultural development of Alberta, the Minister may:

- (a) carry out surveys, call public meetings, promote publicity campaigns, institute enquiries, disseminate information and initiate policies and measures;
- (b) conduct workshops, seminars, schools, conferences and exhibitions;
- (c) engage instructors, lecturers, leaders and part-time staff and pay them such honorarium, fee, commission, salary, or wage as he may establish from time to time and authorize payment of their necessary travelling and other expenses;
- (d) rent buildings or grounds and rent or purchase facilities and supplies;
- (e) provide accommodation and meals for instructors, lecturers, leaders, part-time staff, students and others attending workshops, seminars, schools, conferences and exhibitions;
- (f) establish and collect registration and other fees from students and others attending workshops, seminars, schools, conferences and exhibitions.

5. In order to encourage or assist the orderly cultural development of Alberta or of any person or class of persons within Alberta, the Lieutenant Governor in Council may make grants or award scholarships from moneys appropriated by the Legislature, but no such grant or scholarship shall exceed \$10,000 in any one year.

An Act to Promote Recreation Development in Alberta

2. In this Act,

- (d) "recreation services" means the planned use of community resources such as finances, leadership, areas and facilities to satisfy the needs or interests of citizens during their leisure;

3. The Minister shall promote and encourage orderly development of the recreational activities and facilities for the betterment of the people of Alberta, and for that purpose he may:

- (b) inquire into and collect information on any matter affecting the development of recreation, and disseminate such information as he considers to be in the public interest;
- (c) inquire into, initiate, promote, supervise, assist or develop any proposal, plan, scheme, project, activity or undertaking for furthering the orderly development of the recreational activities and facilities in Alberta;
- (d) promote or attend any conferences or meetings, in carrying out his duties;
- (e) generally, without detracting from the foregoing powers, devise, sponsor, adopt, promote, publicize, and initiate policies, programs and measures for the orderly development of the recreational activities and facilities and otherwise do such acts necessary or incidental to any of the matters hereinbefore set out.

5. In order to promote, encourage and co-ordinate orderly recreation development in Alberta the Minister may:

- (a) carry out surveys, call public meetings, promote publicity campaigns, institute enquiries, disseminate information and initiate policies and measures;
- (b) conduct workshops, seminars, schools, conventions and exhibitions;
- (c) engage lecturers, leaders and part-time staff and other resource staff and remunerate them and defray their travelling and other expenses;
- (d) rent, lease, hire or purchase buildings, grounds, equipment, facilities and supplies;
- (e) provide accommodations and meals for instructors, lecturers, leaders, part-time staff, students and those attending meetings;

- (f) establish and collect registration and other fees from students attending workshops, seminars and schools;

6. (1) The Minister may, subject to the regulations, make grants scholarships or contributions to municipalities, to organizations, to public bodies and to persons or classes of persons.

(2) The Lieutenant Governor in Council may make regulations

- (a) prescribing the purposes for which grants may be made under this section,
- (b) specifying to whom and upon what conditions the grants may be paid,
- (c) limiting the maximum amount payable as grants, and
- (d) respecting any other matter necessary or advisable to carryout the intent and purpose of this section.

(3) Any grant, scholarship or contribution made under this section shall be paid out of the moneys appropriated by the Legislature for that purpose or, in the absence of any such appropriation, out of the General Revenue Fund.

8. (1) The council of a municipality may, by by-law,

- (a) provide a recreation service in such manner and on such condition as it considers advisable,
- (b) expend such sums as may be required to provide for the recreation services,
- (d) authorize agreements with other municipalities or school authorities, or both, to provide for shared recreation services,
- (e) appropriate moneys for shared recreation services, and
- (f) expend moneys for capital works related to a recreation service within the municipality or to recreation services shared with one or more municipalities or school authorities.

An Act respecting Agricultural and Vocational Colleges

4. Except as otherwise provided in this Act, the Minister has charge of the government, conduct, management and control of agricultural and vocational colleges and of the property, revenues, business and affairs thereof.

7. (1) There shall be a Board of Agricultural and Vocational Education consisting of

- (a) the Minister,
- (b) the Deputy Minister of Agriculture,
- (c) the Deputy Minister of Education,
- (d) the Dean of Agriculture of each university under "The Universities Act" having a faculty of agriculture,
- (e) the Director of the Division of Extension and Colleges, of the Department of Agriculture,

THE
DEPARTMENT OF YOUTH
ACT

4. (1) The Minister of Youth shall
- (c) stimulate interest and participation in youth training for leadership in all spheres of social, recreational, cultural and business affairs,
 - (f) work in co-operation with other departments concerned with youth activities, co-ordinating programs desirable to carry out the intent and purpose of the Act,
 - (g) promote or attend any conferences or seminars in carrying out the duties under this Act,
- (2) The Minister of Youth may establish and collect
- (a) registration or other fees to be charged to persons attending or participating in conferences, seminars, courses, programs or similar events or activities sponsored by the Minister of Youth,
6. (1) The Minister of Youth may, subject to the these regulations make grants, scholarships, bursaries or contributions to municipalities, to organizations and to persons or classes of persons.
- (2) The Lieutenant Governor in Council may make regulations
- (a) prescribing the purposes for which grants, scholarships bursaries or contributions may be made under this section,
 - (b) specifying to whom and upon what conditions the grants, scholarships, bursaries or contributions may be paid,
 - (c) limiting the maximum amount payable as grants, scholarships, bursaries or contributions, and
 - (d) respecting any other matter necessary or advisable to carry out the intent and purpose of this section.
- (3) Any grant, scholarship, bursary or contribution made under this section shall be paid out of the moneys appropriated by the Legislature for the purpose or, in the absence of any such appropriation, out of the General Revenue Fund.

PERTINENT SECTIONS OF REGULATIONS

ALBERTA REGULATION 303/62

THE DEPARTMENT OF EDUCATION ACT

GENERAL REGULATIONS UNDER THE DEPARTMENT OF
EDUCATIONUse of School Buildings and Grounds

4. (a) Subject to the provisions of The School Act, a school building and grounds may, outside of the hours during which school is in session, be used for any lawful purpose with the consent or approval of the divisional board, or in the case of a non-divisional district the district board, but no advertisements other than the statutory notices and notices of public meetings shall be posted on the school premises or distributed to the pupils unless approved by the board; Provided, however, that in the case of a divisional school district the divisional board may delegate the control of property in the school district to the local board of the district.
- (b) When the school premises are used for other than school purposes the board in which the premises are vested may make such charge, if any, as it deems proper under the circumstances, and may prescribe such regulations as it may deem necessary for the proper control and protection of the premises.

APPENDIX G

LIST OF AGENCIES INTERVIEWED

LIST OF AGENCIES INTERVIEWED

The Edmonton Public School Board Extension Division
The Northern Alberta Institute of Technology
The Department of Extension - University of Alberta
The Cultural Development Branch, Department of the Provincial
Secretary
The Department of Public Health Laboratory and X-Ray School
The Edmonton Public Library
The Alberta Vocational Center, Business Education Division
The Alberta Vocational Center, Nursing Orderlies School
The Edmonton Separate School Board
Campus Barber School
Haymour Barber Schools
Chicago Vocational Training School
Henderson School of Commerce
Lang Business School
Victor Comptometer Limited
The Canadian Credit Institute
The Ceramic Studio
Reading Dynamics Institute
Peggi Adams Agencies
Master Driving School
Berlitz School of Languages

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